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ABSTRACT

The first convention of People United for Rural Education focused on creating awareness of the value in rural education and small schools. In two general sessions, recognized national leaders spoke on the following topics: the small school experience; rurally responsive teacher training; conventional wisdom in rural education; and past efforts and future opportunities for improving rural education. The first day's concurrent sessions offered a variety of topics including: how Oregon and Texas have organized for the improvement of small schools in their states; what career education projects have been developed for rural schools in Washington State and Oregon; how colleges in Illinois and Vermont are training rural educators; what Iowa Area Education Agencies and community colleges can do to regionalize opportunities for rural students; how the principles of individually guided education work in small schools; financing of Iowa schools: a status report on the Department of Public Instruction's Equalization Study; and an in-service work session for the rural educator. The next day's concurrent sessions dealt with the programs operating in Iowa's small rural school districts. A panel of legislators discussed possible legislative solutions to rural education problems in Iowa. The closing session featured a panel of Iowa educational association leaders who discussed the future of small schools. (CM)

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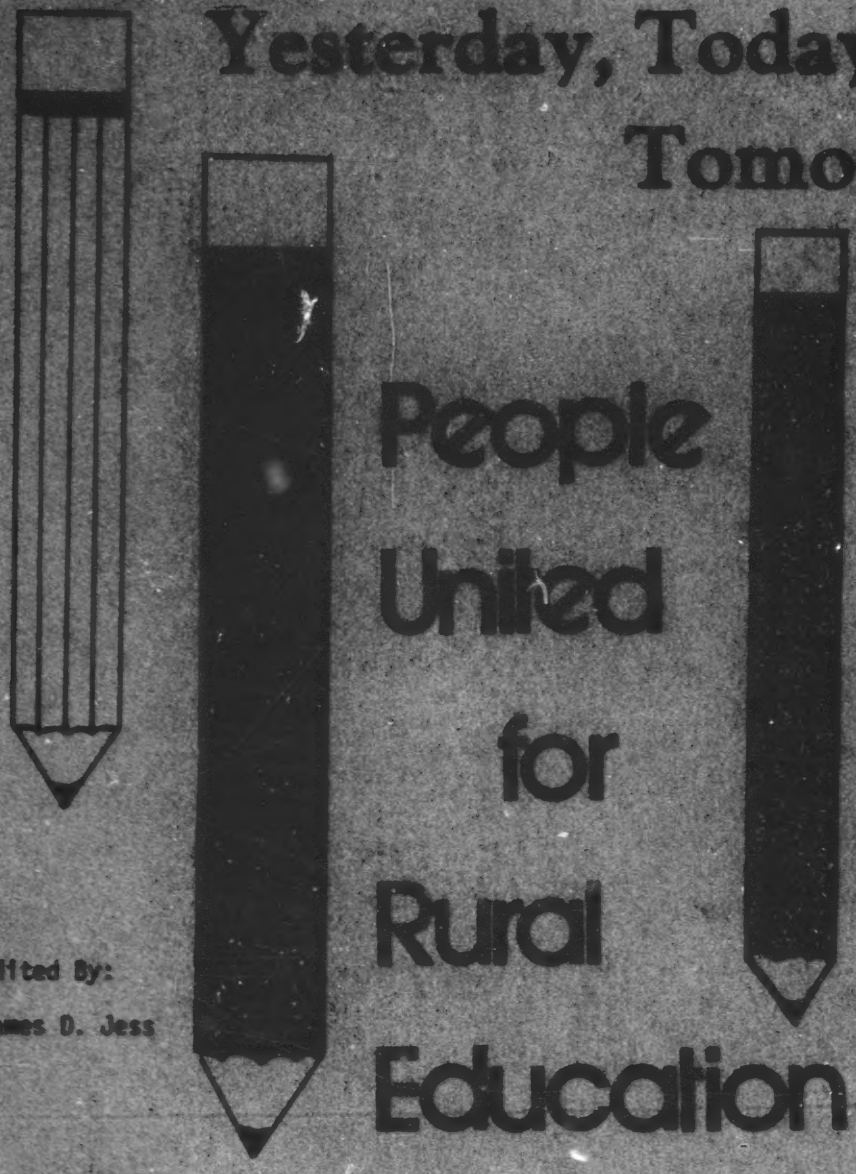
Rural Education; Yesterday, Today and Tomorrow



Edited By:
James D. Jess

Convention Report 1978

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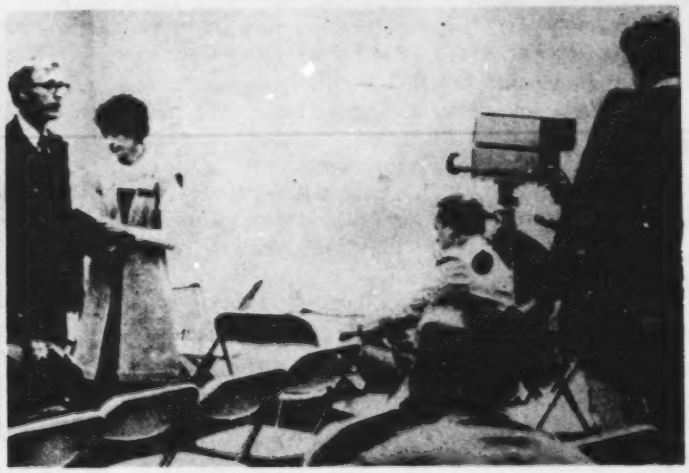
February 2—3, 1978
Des Moines, Iowa

"Rural Education:
Yesterday, Today
and Tomorrow"

FIRST ANNUAL STATE CONVENTION

People United for Rural Education



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Dr. James D. Jess is Superintendent of the CAL Community School at Latimar, Iowa and Organization Adviser for People United for Rural Education.

To P.U.R.E. Members and Friends—

On October 19, 1977, the lay citizen board of directors of People United for Rural Education gave their approval to go ahead with plans for the organization's first state convention. Three and one half months later, on February 3-3, 1978, the event took place at the Howard Johnson Convention Center in Des Moines, Iowa.

Over 350 educators, school board members, parents, state and national organization leaders, state and regional education agency personnel, college and university faculty, legislators, and the Honorable Robert D. Ray, Governor of the State of Iowa, were in attendance. In addition to Iowa, states that were represented at the convention included: Illinois, Minnesota, Washington, Oregon, Utah, New Mexico, Texas, Colorado, Maine, Vermont, Virginia, and Washington D.C. What started out to be a state convention ended up being a meeting that drew national attention and recognition.

The excitement experienced during the convention was due, in part, by the fact that the meeting was carried out by a group of citizens who had volunteered their time and effort to get it planned and organized. Secondly, the meeting drew together people with different backgrounds and experiences. Interested parents talked informally with national rural education leaders, school board members discussed their concerns with legislators, and students, teachers, and school administrators worked together to illustrate the values that are apparent in small rural schools. The convention was truly a meeting of concerned and knowledgeable PEOPLE who were UNITED for the preservation and improvement of small schools and RURAL EDUCATION.

This publication is designed to give you a report of the proceedings of that meeting. The manuscripts and summaries were contributed by the participants whose names and addresses are listed at the end of the booklet for your reference. P.U.R.E. wishes to thank the Malvern Leader for being the official photographer and for covering the special events which took place during the convention. P.U.R.E. also thanks the J.S. Latta and Son Company for donating their technicians and equipment to video tape the general sessions and the selected concurrent sessions. These color video tapes are available on a rental fee basis. For more information write: People United for Rural Education, RR 3, Box 41, Alden, Iowa 50006.

A complementary copy of the 1978 P.U.R.E. Convention Reporter is furnished free of charge to each person who registered for the convention. A limited number of additional copies are available at $5.00 per copy (including handling and postage). A check or money order, payable to P.U.R.E., for the full amount must accompany each order. Orders should be sent to Janet Kinney, Secretary, People United for Rural Education, RR3, Box 41, Alden, Iowa 50006.

Sincerely,

James D. Jess, Ed.D.

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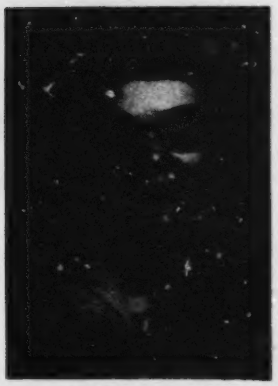
BOARD OF DIRECTORS

PEOPLE UNITED FOR RURAL EDUCATION



Joyce Losure, President
RR 1, Komar, Iowa
Presiding Officer at
First General Session
and Thursday Banquet

Monica Hudspith, Treasurer
RR 3, Alden, Iowa
Presiding Officer at
Thursday Noon Luncheon

P.U.R.E. PURPOSE

To promote the qualities that have been inherent in rural education and to pursue educational excellence that will enhance rural community life.

Marilyn Burdic, 1st Vice President
806 Kearney, Malvern, Iowa
Presiding Officer at
Second General Session

Janet Kinney, Secretary
RR 3, Box 41, Alden, Iowa
Presiding Officer at
Friday Noon Luncheon

Claudia Jones, 2nd Vice President
209 Vernon, Conrad, Iowa
Presiding Officer at
Closing General Session

FIRST GENERAL SESSION

Thursday, February 2, 1978

Welcome to the Convention

Senator Ray Taylor
5th Iowa District

This past year I welcomed a new organization when it came into existence. That organization is PURE – People United for Rural Education. I welcomed it because it has stated objectives which match the beliefs I have held for many years.

I may have wondered exactly why I supported and was satisfied with our local school, but I never doubted its effectiveness and purpose. The year I began school the people of our school district built a new building for us, the children. Fifteen years after graduation I served on a Citizen's Committee that recommended an addition which allowed the school to expand its program. I felt the responsibility to provide educational opportunity for the young people as I had been provided. I served on the school board for fifteen years beginning with construction of the addition and fought for its survival against the onslaught of regulations from the Iowa Department of Public Instruction. Those regulations were designed to force reorganization, most of which had nothing to do with the education of the students. I now continue the struggle in the Iowa Senate.

The ivory tower philosophers have for years offered a program of centralization of schools and reorganization has followed. New innovative ideas and programs need to be sought and evaluated constantly and I applaud the search. However, they must be responsive to the needs of the students and the desires of the patrons who supply the students and the funds. I believe that those who want to educate their children in their own community ought to be allowed that privilege and responsibility. I perceive this convention as a means to do just that and I wish you success.

During the last three years there has been a move in the Iowa Legislature to form an agency of state government to assist in the development of a sense of community in the smaller rural communities. In a speech to the Iowa Senate last year I challenged its members to consider carefully a bill which would force reorganization of schools in many of those same communities. On the one hand they would close schools presumptively on the basis of cost, and then on the other, appropriate funds to aid in the development of those small towns. It is my belief that the education of young people provides a catalyst for the local small town area activities and objectives. The young people are the benefactors of the community support, community interest, and community participation. A comparison of drop-out rates and student success is adequate proof.

Articles in recent issues of **Time, Readers Digest** and the **Wall Street Journal** reveal the pitfalls of large schools with an uncontrolled, excessively broad curriculum and students graduating with less than adequate academic skills. Associated Press reports that half of the college freshmen can bake a cake from scratch and nearly half hope "to improve their reading and study skills". Small schools have an advantage in the academic field and this convention is designed to protect this advantage and improve on it.

In the early sixties our country decided to explore the unknown. Within a decade we had landed a man on the moon. I see by the attendance here of people from acroes this country, Utah, Maine, New Mexico, Illinois, Washington, Vermont, Minnesota, the interest to preserve the good that is inherent in community schools and to build upon it. I wish this first PURE covention success and the benefit from the sharing of ideas. I believe Iowa will benefit as will every participant.

I call upon the Department of Public Instruction to set up a Divisior to assist the small schools with their needs, just as they have a Division to assist urban schools.

Convention Overview

Dr. James D. Jess, Program Chairman

I want you all to know that when we were discussing a name for our organization, I suggested CURE, Citizens United for Rural Education, but I was out voted by 12 PURE ladies. So, when you go back home after the convention, you can tell people that instead of taking a 2 day CURE you were at 2 days of PURE meetings.

People United for Rural Education, as a chartered nonprofit organization, is now 240 days old. Our progress reminds me of the Virginia Slim cigarette commercial which says, "You've come a long way baby!" It was 365 days ago that 1,000 concerned rural citizens assembled in the Senate Chambers of the Iowa Capitol for the purpose of expressing their views and concerns at a Public Hearing sponsored by a Senate Education Subcommittee on Declining Enrollment and School Organization. On that evening of February 2, 1977, approximately seventy persons spoke, for nearly six hours, on the problems that their schools were facing because of declining enrollments and trying to operate their school budgets under a state controlled per capita funding formula.

Urban leadership on the Senate and House Education Committees were convinced that the only "cure" for treating the educational and financial "ills" of Iowa's smaller rural school districts was to enact a law that would force them to reorganize their schools into larger units. Making them "bigger" they believed, would result in making them "better" in both quality and efficiency. Why shouldn't the urbanites believe that "bigger was better?" The authoritative input offered by the educatinal leadership in Iowa's Department of Public Instruction said that it would. Volumes of unquestioned research including the "Great Plains Study" and the report, "Improving Education for Iowans" said that it would. James Conant's recommendations for the comprehensive high school said that it would. Plus, an accepted history of nationwide consolidation and centralization had obviously proved that making shcools bigger did make them better.

Who, in their right mind, would dare to even question the accepted value of reorganization as an established policy for improving the quality educational opportunities for rural children in Iowa. To be perfectly honest, a vast majority of those 1,000 emotional, fearful, and stubborn rural people attending last year's public hearing, in essence, were doing just that. In fact, sixteen of us, representing ten different school districts, felt so strongly that our small rural schools did have some merit for existing, that we decided it was time to do something about it. Thus, People United for Rural Education was born with its purpose being, "to promote those qualities inherent in rural education and to pursue educational excellence that will enhance our rual community life.

The sixteen people, who included twelve housewives and four professional educators, saw a need to stop apologizing for being rural folk and for wanting to keep our schools and communities alive. We realized that more efficient and creative methods would have to be developed in the future for delivering educational opportunities to children in sparsely populated rural areas. We also realized that there might be some necessary added costs in getting these methods developed and accepted, but we were not ready to trade in the virtues we saw associated with smallness, simply for the sake of accepting another forced reorganization movement in Iowa.

We realized too, that our thinking was contrary to that of the urban dominated news media, many of the state and federal government officials, and much of the past popularly held eduational and public opinion. The results of Gallop's latest public opinion poll on education, by the way, has been a welcomed shot of moral serum for us and we all took our full dosage before the start of the second session of the General Assembly.

To get our ideas accepted, we knew that it would take time, energy, and a hell of a lot of work. We were bucking a public that had been conditioned over the years to accept the fact that a trend toward "bigness" accompanied by specialization and centralization of decision making was best for a modern society. With this thought in mind, our small group of P.U.R.E. people set out to gain support from our rural constituency and try to reeducate or adversaries. Using the words of our state superintendent when he was discussing Iowa's increased special education costs on a recent television interview, "If it's worth having, it's worth supporting." This was essentially the attitude of the 16 founding fathers of People United for Rural Education. Or, I should have said, the 12 founding mothers and 4 founding fathers.

In eight months, the organization has increased its membership to over 1300. Its members now represent over 180 Iowa school districts out of 449. The membership includes parents, school board members, teachers, administrators, college and educational agency personnel, members of the Iowa Legislature, and other concerned citizens for rural education. Using the Des Moines Register's Most Affective Legislator grading system, we are proud to announce that our Legislative Membership includes 7 A's, 2 B's, 1C, 1 D and no failures. So you can see that we are choosey with who we let into P.U.R.E. Recently, we welcomed membership from two local school districts in Minnesota.

Besides a membership drive, other organizational activities of P.U.R.E. include: publishing a monthly Newsletter Magazine which features articles on outstanding rural school programs, research findings relating to rural education, and other information that will help the members become better informed about rural education issues. The magazine is sent to all P.U.R.E. members and subscribers. They also go out to members on the legislative education committees, the Board of Public Instruction, the State Superintendent, the headquarters of other educational organizations the governor, and our U.S. Congressmen.

Representatives of the organization volunteer their time to sit in on all meetings of our State Board of Public Instruction, the School Budget Review Committee, and the House and Senate Education Committees. Our president has been invited to speak at the National Rural Women's Leadership Conference in Washington D.C. on February 22.

Two volunteer registered lobbyists are in Des Moines when the General Assembly is in session and they write a weekly Legislative Report that is mailed to all members.

Our lobbyists are helping us work for legislation that will enable us to:

(1) provide educational excellence in our schools that will enhance rural community life. WE BELIEVE that the qualities inherent in rural education and rural communities are valuable, necessary and vital to the future of our state and nation.

(2) Legislation that will provide for greater local communtiy control over public elementary and secondary education. WE BELIEVE that many of the decisions affecting our public schools are most effectively and efficiently made at the local level where people are closer to the students and their environment.

(3) Legislation that will provide for adequate school funding. WE BELIEVE that all school budgets require an increase in revenue equal to the economic growth of the state. During a period of declining enrollment, our present method of per capita funding is not adequate for 72 percent of the school districts that are experiencing enrollment declines. We believe a new method of funding needs to be developed. One which recognizes sparsity as a necessary weighted cost. Until that is accomplished, we are asking for a temporary freeze on the budget enrollments of those districts that are experiencing a decline.

(4) Legislation that will provide local school districts a greater degree of budget and program flexibility. WE BELIEVE that local districts should be allowed enough flexibility to enable them to work out their own unique problems and allow their citizens to be the

final determinant of the priority they wish education to play in their communities.

(5) Legislation that will provide alternatives to consolidation. Alternatives that would expand the educational opportunities for rural children without taking the schools out of their local communities. WE BELIEVE that local citizens should have the right and responsibility to decide the size of schools they want their children to attend in their communities. We support community initiated reorganization, but we oppose state mandated reorganization.

(6) Legislation that will provide a Rural Education Section in the State Department of Public Instruction. A division that would employ small school specialists who understand the unique problems of small schools and who could help small schools develop solutions to their problems. We are also asking for greater rural school representation on all state boards, advisory councils, and legislative education and finance committees. WE BELIEVE that the interests and needs of small rural school districts have been generally overlooked and-or ignored by State and Federal Governments and their appointed officials in past years.

The workers in People United for Rural Education realize that their work must go beyond getting new members, educating a public on the value of rural education, and being politically involved. The "so called" institution of rural education, itself, must be ready to meet the challenge of changing social demands, if it is to remain a viable influence in American society. Rural schools must be able to work out creative solutions to problems caused by declining or in some cases increasing enrollments. They must educate their young people about the values of both rural and urban living. Rural schools must help create incentives for their young people to want to stay in their communities and help them grow and develop.

For too many years, we have educated, counseled and even pushed our young people out of our rural communities and into the cities. Consequently, we've lost many of our potential rural doctors, lawyers, enterprising businessmen and laborers to the cities. Now, much of the nation is saying, "Hey man, country livin' ain't so bad. The air's clean, the waters aren't polluted, and I know my kid's friends and teachers."

The first convention of People United for Rural Education has as its theme: RURAL EDUCATION: YESTERDAY, TODAY AND TOMORROW. It is an attempt to create a renewed awareness of the value in rural education and small schools. Recognized national leaders have been asked to come in and share their ideas on such topics as "the small school experience," rurally responsive teacher training," "conventional wisdom in rural education," and "the past efforts and future opportunities for improving education in rural America."

During this afternoon's concurrent sessions, you will have an opportunity to choose from a variety of topics. You can learn what Oregon and Texas have done to organize for the improvement of small schools in their states, what career eduation projects have been developed for rural schools in Washington state and Oregon, what colleges in Illinois and Vermont are doing to train rural educators, what Iowa AEA's and community colleges can do to regionalize opportunities for rural students, and how the principles of Individually Guided Education can and do work for us in small schools. You can also choose to learn more about the financing of Iowa schools, or get a status report on the DPI Equalization Study. You can even get your feet wet by getting involved in an in-service work session designed for the rural educator.

During tomorrow morning's concurrent sessins you will have an opportunity to learn more about some exciting programs that are in existance in some of Iowa's small rural school districts. Tomorrow at noon we will listen to a panel of legislators discuss possible legislative solutions to the problems facing rural education in Iowa. At the closing session, a panel of Iowa educational association leaders will "Forescast the Future of Small Schools" from their association's point of view. Throughout the convention you will be entertained by talented youth from several small rural high schools in Iowa.

In addition to the sponsoring businesses listed in your Program Booklet, we wish to thank the Malvern Leader for being our Official Convention Photographer and special events reporter, the J.S. Latta Company, headquartered in Cedar Falls, for doing the video taping and editing of our convention and the Xerox Corporation who helped us produce our convention Program Booklet.

I want to welcome all of you to our first annual State Convention. We trust that you will find it both informative and enjoyable. Thank you.

Small-Scale Rural Education: Prospects For the Eighties

Dr. Faith Dunne, school board member–Hartland School District, Hartland, Vermont.

By: Faith Dunne

It was all so much easier twenty years ago. Twenty years ago, everyone knew what was right for rural education. Get rid of those small schools, which are inefficient, expensive, instructionally limited, and inadequate to prepare children for modern life. Replace those pathetic institutions with consolidated schools--the kind of long, low, flatroofed building that perches uneasily on former wheat-fields and cow pastures from Maine to Texas. Trade in the hodge-podge classrooms with children of all different ages; trade in the poorly trained, overworked, badly paid teachers. Get in return gleaming multipurpose rooms, fully-equipped chemistry labs, reading specialists, full-time librarians. Who could question the value of such a trade?

Certainly, the consolidation process takes longer in some places than in others. There are parts of the country where the population

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Mrs. Joyce Losure, Kemrar–President, People United for Rural Education

is inconveniently sparse, and other places where rough terrain makes consolidation difficult. And, believe it or not, there are places where the people are just so pig-headed that they won't admit the overwhelming value of large unit size. But rev up the big yellow buses, and send out the troops from the State Department of Education (armed with some strong legislation to back them up) and even the most pig-headed will soon come around.

Or will they? Today, after nearly 100 years of pressure towards consolidation, there are still communities saying "Wait a minute" to the advocates of large schools and larger districts. And, unlike twenty years ago, they are now organizing and making their voices heard. PURE is one such organization, but it is not alone. Farmers in Nebraska are banding together to fight the "county-type school districting" advocated by the Great Plains School District Organization Project. In Wiscasset, Maine, parents are meeting informally to explore the possibility of de-consolidating a school system which has been centralized for more than a decade. In Kermit, West Virginia, parents have started the Big Laurel community school to save their children from an endless daily bus ride to a town school where they were teased for being "hillbillies."

And, across America, communities which have resisted consolidation for the last generation are finally getting some support. Some of this support comes from simple facts and figures. Consolidation has not been proven to be the "One Best System" that would solve the problems of rural education. There is strong evidence that centralized schools are expensive, remote from the communities they are supposed to serve, and not especially satisfactory to teachers, parents, or students. Further, there is at least a powerful suggestion that some of the best qualities of rural schooling have been lost in the rush to size and grandeur.

Today, for the first time in living memory, professional researchers and policy makers seem to be recognizing that rural America has its own unique and desirable qualities. This is reflected in the funding patterns of foundations and the federal government. After more than a decade of narrow (if mostly futile) focus on the problems of cities, the policymakers seem at last to be recognizing that there really is something out there between the airports. This has been translated into a newly receptive environment for people concerned with rural issues, and especially for those interested in small-scale, community-based solutions to general rural problems. The Assistant Secretary of Education is considering launching a "rural initiative" backed by funds for rural school support. The Labor Department is now actively interested in the work problems of rural men and women who have no desire for urban re-location. And the National Institute of Education has just funded a major study of rural school improvement projects, which will focus on those programs which most successfully enabled local districts to solve their own problems.

These programs and plans are just the beginning. It would appear that the eighties will be a fertile decade for people devoted to the improvement of rural education. But we must not forget that current interest, while strong, is likely to be fleeting. Fads in education come and go -- urban schools were "in" during the sixties and early seventies, and it is unlikely that the growing support for small-scale rural education will last much longer than the urban commitment did. Those of us who will continue to care about small rural schools when the whims of fashion have gone elsewhere must seize this opportunity to do some work that we cannot do unsupported.

What needs to be done? Small schools in rural areas have been so beleaguered and neglected for the past generation that the answer is "practically everything." But there are three clear areas which are critically in need of work: basic research on small school problems, practices, and unique features; curriculum and program development which builds on those unique features, and which makes use of children's rural life experiences; and the elaboration and implementation of models for funding and regulating small rural schools.

Basic research may sound remote from the immediate needs of rural community schools. But it is critical to their survival. Most of the arguments against small rural schools are based in statistical data (sometimes poorly interpreted, but numbers nevertheless) which obscure the distinctive qualities of the communtiy-based school. Rural people, if they are to convince legislators and State Department of Education people to encourage small schools, will have to have some high-quality differentiated research which lays out the positive features and the specific problems of community-based small schools. Most defenders of small schools have had to rely on emotional appeal and myth; neither of these is either adequate or necessary.

Rural curriculum and program development is as important as the basic research. One perennial problem in rural schools is the lack of suitable curriculum. In Bradford, Vermont, the high school students study Black History, but not the development of agribusiness; in Appalachia, poor mountain children learn to read from books which are all about subways, fire hydrants, and tall buildings. There are good reasons for this. Commercial publishers are not especially interested in rural curriculum. Rural areas vary more than cities do, and it is not as easy to install uniform curricula in country schools. Besides, there is no money in rural education – why produce a book that will sell ony a few thousand copies when you can produce one which will sell out several editions? This means that rural communities must begin to create their own materials, based in their needs and with immediate relevance to their children. These curricula and programs need to be developed, tested, and shared with other small schools, creating a king of curriculum network which could beneift a wide range of communities.

Finally, funding and regulation models must be designed which incorporate a recognition that small rural schools are important and need to be supported. Twin pressures bear down on today's rural schools: first, state aid formulae which favor institutions with large enrollments; second,

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federal and State Department of Education regulations which sometimes seem intended to form small school into non-compliance. It is crucial that alternative models be designed which would allow small rural schools to develop along their own paths, while still providing the highest quality of education for children.

Much of the burden for this work is going to devolve on people such as the members of PURE. Much of rural America is poor – very poor -- and many of the people who want to save their small schools have neither the resources nor the energy to lead the battles. It is up to the more prosperous rural communities to take this leadership role, to encourage the research, inititate the curriculum development process, formulate the models for funding and regulation. Once this pioneer work has been done, it can be adapted to the needs and uses of other rural communities. But it must be started somewhere. How about Iowa?

THURSDAY LUNCHEON

Dr. Ivan D. Muse, Director of Rural Education--Brigham Young University, Provo, Utah

Close Encounters of the Fourth Kind

by Ivan D. Muse

It is indeed a pleasure for me to participate with you in your First Annual State Convention for Rural Education. I have been impressed with your enthusiasm, awareness of the needs of rural education and desire to improve education for all youth.

A few months ago I was in the beautiful state of Oregon and commented at the Oregon Small Schools Summer Institute how pleased I was to be in a state homesteaded in 1857 by my great grandfather. This is my first trip to Iowa and I am equally thrilled because my mother was born in Des Moines and many relatives of the past have resided in Adel and the Dallas County area. Being an ardent genealogist, I consider any state in which my ancestors have lived a very special place.

I choose to use as a focal point for the next few minutes a title from a current popular movie "Close Encounters of the Fourth Kind." If you feel that I have misquoted the title you are correct, but I will explain shortly as I set the stage with a few media dramatics. The objectives on the slides that you are watching are not from outer space. They represent universities of learning which exist in every state of the union. Why do I choose to categorize then as UFO's? Probably because they tend to be not so often seen by rural people. Certainly, many of us have gone to school at colleges or universities, but how frequent do university personnel come to us? The sightings are rare. When they do visit the experience is so shocking that we have a difficult time clearly telling others what we have seen.

It is not strange that of the over 2000 institutions of higher education in our country, the bulk are located in urban areas and generally relate closely to the problems and circumstances that occur in the cities. Now, some of you might remark, "That's good for us! What practical help can possibly come from those hallowed halls with their ivy-draped faculty members?" Well, I am present to set your mind at rest. Some remarkably good things come from university faculties. Now, I will admit that some faculty groups can get a little too staid. I heard about a problem in a College of Education faculty meeting recently. Someone apparently had a coronary attack, and they gave mouth-to-mouth rescucitation to five men before they found the victim.

I do have the opportunity to read much from the scholarly journals and this has increased my insight into many problems. For example, I read of a compelling lecture by a university medical doctor dealing with the topic "Whither Prevention?" Needless to say, I was somewhat taken back by the article. As you know, there has been a recent outbreak of the whithers in the country. A lot of it has been going around in Utah and Texas too. I don't think that any of us can do enough to prevent the whithers around here.

In one paper from a university there was listed a meeting of the College Medical Consortium and a broad invitation to bring to the meeting one's favorite dates in the Middle Ages. Favorite dates in the Middle Ages? I wasn't quite sure what they wanted. I had gone out with a girl once who looked like she had been born about 1125 a.d. Apparently, they were more interested in the really big dates. On my list I immediately put down King Arthur's first date with Guinevere, followed quickly -- a little too quickly – by Lancelot's first date with Guinevere. Then if you have seen the latest of Robin Hood. I think that his last date with Lady Marion was a sobering experience, especially her hot toddie with the hemlock for chaser. There must be an exciting array of good dates in the Middle Ages.

This next news release for those of the academic setting was a Geo-physics Colloquium discussing the "Faunal Dynamics of the Great American Interchange." This topic strikes right at home to all those from this area. I bet that many of you would vote for the one in downtown Des Moines as one of the great American Interchanges. I

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understand that not withstanding the faunal dynamics, that the traffic is horendous.

Well, as a concluding item, Barry Blockhearst the II from the department of Biology gave a tintlating genetics lecture on the "Sexual Antics of the Australian Wood Mouse: A Preliminary Report." I don't know about you, but I don't think that I would be too interested in much more than a preliminary report on that subject.

Now that you are firmly convinced that your previous opinion of the value of the university to rural education has been well documented, I will attempt to provide a more positive picture. It is possible to have successful encounters of the fourth kind with university departments and college of education. By the "fourth kind", I mean more than sightings and occasional irrelevant conversation. With some leadership on your part it is feasable to establish a visable working relationship with colleges of education and their students that will improve rural education.

Leadership on your part is essential because many schools of education do not specifically direct attention to programs that encourage, train and prepare teachers for life in rural schools and communities. Following suit, the professors who concentrate most of their time in the city complex have had little exposure to rural needs and experiences. A recent survey of university course offerings indicated that no more than six universities in the nation offered courses that might be of any prospective values for rural teachers. In a study conducted by myself and other educators in the R-REA, we surveyed over 200 universities about training programs in rural schools and received basically these kinds of comments from college deans.

1. I see no need for our institution to have such a program.
2. I would not support any such movement on my own campus.
3. Rural programs should be limited to a few institutions.
4. I doubt that we could justify a special program.

Few of the institutions surveyed offered courses or workshops specifically for pre-service or inservice rural oriented educators. It concerns me a great deal as a university professor to endorse individualization of instruction and meeting the needs of all youth and then observe the profession training teachers as if they were a herd of Australian wood mice all doing the same thing. Teaching areas are vastly different and pose many unique problems and circumstances. Unfortunately, many colleges of education prepare new teachers to teach primarily in urban schools and offer graduate courses and workshops that tend to focus in problems of metropolitan areas.

What can you do to counter these conditions and get the kind of support that you need? The problem is not an easy one because colleges of education appear to be reluctant to change. I am reminded of the story of the young man who entering a new town for the first time in the heat of summer sought a cool drink. He found everything closed except one bar doing a lively business. Upon entering the establishment, he noted all seats were taken save one and that was a stool at the bar. As he seated himself and ordered his drink he paused to look around. The companion to his left was a monster of a man--at least 6'6" and weighing about 200 pounds. Overshadowed by such a huge person, he turned to his drink and was determined not to create a disturbance. Suddenly the big man turned to him and without a word, knocked him from the stool, by a blow to the neck. As the little fellow stood up the big man said, "That was karate from Korea!" The little fellow muttered thanks and took his seat again. About 10 minutes later the same thing happened. As the little fellow stood up the large man said, "That was jujitzu from Japan." By now the little fellow was feeling slightly uncomfortable. He had a terrible pain running through his body. Ten minutes later the action repeated itself. This time the big brute said that his last demonstration was Kung Fu from China. The poor little fellow staggered from the bar. He returned a few minutes later, walked up to the big man, tapped him on the shoulder, and with one blow, knocked him clear across the room. The man toppled over unconscious to the floor. In astonishment everyone in the room turned and stared wide-eyed at the scene. The little fellow looked over at the bartender and said, "When he comes to, tell him that was a crowbar from SEARS."

The point to this story is vague, however, it is possible to suggest the thought that there is a way to accomplish the most difficult of tasks successfully.

The easiest way to begin is to ask for support and that kind of request usually has a desirable effect upon any college. At BYU a group of rural superintendents met with the Dean of the College of Education for an hour and a half to air their feelings about many subjects. Needless to say, most deans will respond to this type of friendly gathering. Ours did!

One of the really valuable things that has been done at BYU with the close support of the rural school districts and regional service agencies, was the establishment of rural teaching centers. We have had for the past six years, two centers operating--each located over 100 miles from campus. Approximately 250-300 students have received all or part of their professional training at these centers. Our student teachers live in the area assigned and spend from 8-16 weeks teaching in their major and minor. The program has been highly beneficial for both school and university. A few things that we have larned are:

1. Rural schools are willing to financially support this type of program.
2. School districts are vocal in support of this program. We cannot staff enough areas.
3. Rural teachers are willing to take upon themselves much responsibility for training

Entertainment for the Thursday luncheon was provided by the North Star Conference Select Swing Choir, under the direction of Ms. Bonnie Kriz. Performing were students from Boone Valley, CAL Community, Corwith-Wesley, Goldfield Community, Kanawha Community, Klemme Community, LuVerne Community, Messervey-Thornton, Sheffield-Chapin and Ventura Community schools.

4. Our student teachers are treated more like rural teachers than student teachers.

5. Our students get more heavily involved in school and community life than student teachers.

6. Over 90 percent of our students who go to rural areas to student teach want to take a first job in a rural school district.

7. Rural school administrators find recruitment much easier and end up hiring teachers with known qualities.

8. Rural schools are much more flexible in altering progress to meet the needs of student teachers.

Some interesting happenings have occured with this rural program.

One young man indicated "I have learned two things from this experience. One, I don't want to teach in a rural school, and two, I don't want to teach period!" His decision was a wise one. He just didn't have the temperament to work with teenage kids. At least he was able to make this decision before entering the teaching ranks rather than after.

One young lady didn't show up at the place that she was to stay at the time scheduled. She was driving to the town from Provo, Utah. When she didn't arrive, the family alerted the school, police, highway patrol, university and finally got in contact with me as I was working at a school in another part of the State. The young lady had decided to have her car tuned up and not travel until the next day. She learned her lesson–always call and let people know if you are going to be delayed.

At one location our students were working with retarded children.

One of our student teachers took his charge (an 18 year old well endowed young lady, with moderate brain damage), to the local downtown five and ten cent variety store, as a prize for hard academic work. She was given a quarter to spend and decided that she wanted one of the toy diamond rings on display. When our not too bright 24 year old student finally realized what her intentions were, he tried to talk her out of the ring in favor of a color book. She flatly and firmly replied, "No, I want a diamond ring so that we can be engaged."

About this time I drove up to the school following a meeting at the superintendent's office and asked the students where Tom and the young lady were. They reported that he was still at the store in town. Realizing that the mother of the girl would be arriving in 20 minutes to pick her up, I hurriedly sent two of the fellows in their red sports car to get her back. When they arrived on main street and pulled up in front of the store, Tom was just coaxing the girl out of the store. She was very balky at this point and wouldn't budge another inch until she got her diamond ring. The two boys leaped from the car, grabbed her by the arms, and pulled her into the back seat of their vehicle. They drove back to the school and had just unloaded her when her mother arrived. Unfortunately, a barber across the street from the store had seen the sports car pull up and witnessed the three strange men abducting the girl. He called the police, who called the parents. In the meanwhile, we had said goodby to everyone and were heading back to the university. We missed the police who were becoming very concerned until the mother arrived at home and put everyone at ease.

One of the problems that we have had at the university in operating this program is talking the academic supervisor into supervising student teachers at such a distance. They often feel it is easier for them to assign and supervise student teachers locally. As a means of overcoming this problem, the money regularly paid the school's cooperating teacher is paid to the college supervisor. In addition, the school district also pays an additional $28 per student teacher and $40 if the supervising teacher conducts an evening seminar with the student teachers. Thus a college supervisor can receive the university stipend of $72 plus $28 from the school district for a total of $100 for each student sent to a rural district.

Another program at Brigham Young University that is very popular with rural school districts is the teacher exchange and workshops program. The purpose behind this activity is to:

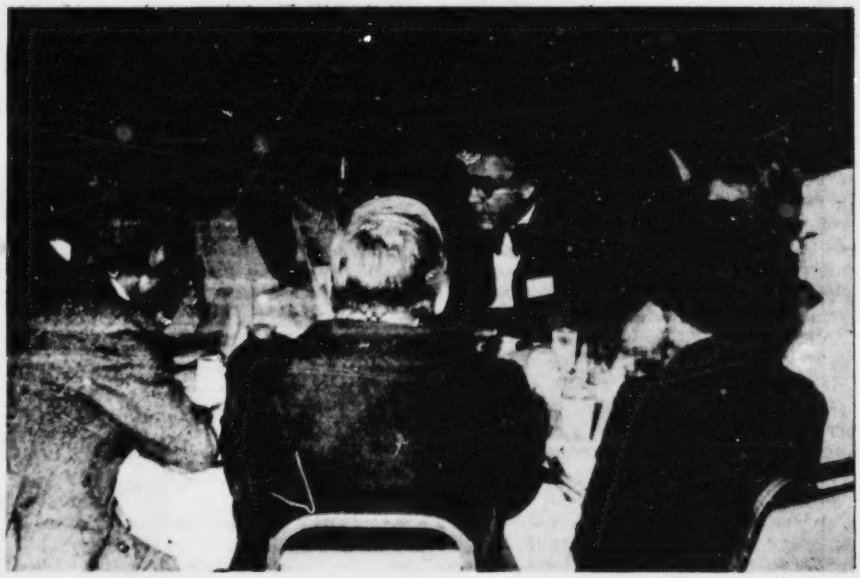
- give school districts or a school some meaningful time for inservice during the school year
- give student teachers a meaningful and unique in-school teaching experience
- give parents and students a healthy "shot in the arm" about education at both the local school and university level

Thus far, we have worked with 10 school districts representing 21 separate schools in this manner. The venture involves removing the regular school teachers and administrators for anywhere from two days to a week and replacing them for this period of time by student teachers.

Crucial to the success of the program is the involvement of the school staff in planning the activities. Obviously, some of the fearful will be reluctant to leave the classroom but generally the thought of a few days away from school in a staff-planned workshop is appealing. We plan with the administration and faculty prior to the time the exchange is to take place. The faculty decides what it is that they need the most of in terms of inservice help. We take the school schedule and plug our student teachers into that schedule. The school with the help of parents finds places for our student to stay. The parents have been very positive about this aspect of the program.

The faculty workshops have been handled in a number of ways. Workshops can be conducted totally by the school district, or can be taught by university personnel. In soe instances, or some combination of the two (school and university) can be employed. The workshops may also be held somewhere in the school district or at the university. In no instance have we found fewer than 90 percent of any school group indicating less than a "good" to "excellent" rating on the value and overall benefits of the program. Ninety-five percent of all faculties have felt that the experience caused them to draw together in closer bonds of cooperation.

Yet another example of school district-university cooperation is the "Creative Fair" program. This program is conducted generally by an individual university academic department. Home economics and social sciences have been the most often used. The university schedules with a rural school district a "Creative Fair." The history, home economics departments or elementary school



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grade level teachers meet with us at the school and decide what classes or grades that they would like to have participate and if they want a one or two day program. We provide a list of topics that our students can handle and the teachers select the topics that they would like presented to their students.

The student teacher topics are well prepared and generally take up the entire class period. The presentations are given in the participating teachers classroom each period or often especially in the elementary and junior high school, the cafeteria is used. In the latter instance, 10 or 12 topics may be presented at the same time (approximately 15 minutes in length) with students free to go places of their choice. Typical topics for presentation have been: grooming, outdoor cooking, preparing quickie foods, story telling, oragamie, the Constitution, Indians, the frontier, macrame, geography, etc.

Our students spend the night sleeping in the school so there is no cost to the school district except for some materials used by the public school students.

For graduate study at the doctoral level, most universities require the school administrator or teacher to spend two consecutive semesters on campus to meet the residency requirement. This often creates a difficult problem for the educator who lives in a rural area and must move to the city if he or she is to go to school. At Brigham Young University we have a fully accredited Intern Doctoral Program that permits students to establish residency during two eight week summer sessions. Also 14 hours of course work in the form of a school improvement project is completed at the doctoral students work location. The dissertation is also a practical one and the student is encouraged to keep his study geared to his area of work. A number of rural educators are in this program each year.

The above are just a few of the ways that teacher training institutions can become supportive of rural school efforts. There are many other ways and at Brigham Young University we need to do more. Fortunately, we are in the process in the State of Utah of organizing a rural school association composed of educators at all levels. I am sure that we at the university level will receive much from this association in terms of getting busy for rural education.

The People United for Rural Education, with its fine leadership and dedication to sound principles of education is in a position to help universities become more rurally responsible. I hope that will be one of your major tasks. God bless you in all your endeavors and thank you for this opportunity to be with you in your first convention.

THURSDAY CONCURRENT SESSIONS

SESSION I: "Organizing for Improvement of Small Schools: What's Happening in Other States"

Organizing For The Improvement of Small Schools: Oregon

By: Don Miller

Oregon is one of two states in our nation that recognizes the special needs of rural education to the extent of providing a Small Schools Specialist. (All of our small schools in Oregon are rural except for a handful of nonpublic schools; some of the larger schools are rural, but they are not within the scope of my job.) There is probably no other position in the Oregon Department of Education which was scrutinized so carefully or had so much evidence gathered for its establishment. Let me explain the history of the Small Schools Specialist position, its duties, and its relationship with the Oregon Small Schools Association.

Oregon was fortunate to have had two Title III, ESEA projects from 1966 to 1974 for the purpose of improving small schools. Both projects showed a high degree of success, particularly in perfecting a statewide design for inservice, dissemination, and communication.

When funding terminated, a 12-member task force was appointed to examine whether or not special services to small schools were actually needed, and if they were, to advance a plan for the Oregon Department of Education to provide them.

Mr. Don Miller, Small Schools Specialist—Oregon State Department of Education, Salem, Oregon

First, the Task Force defined the small school as having a maximum of 1,000 students in a unified district, K-12 or 350 in an elementary or union high school district. Two-thirds of Oregon's 333 school districts fall within that definition.

The Task Force made a study based on their observations and a formal needs assessment of all the state's small schools. As a result of the Task Force Report

+ The Small Schools Specialist position was

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added to the Department of Education August 1, 1974.

+ A Small Schools Advisory Committee was appointed to advise the Small Schools Specialist and the Superintendent of Public Instruction.

+The Steering Committee from the Title III Small Schools Program incorporated the Oregon Small Schools Association July 26, 1974, to provide activities and services above and beyond what the Department of Education could do.

The Small Schools Specialist duties are to:

+ Serve as liaison to organizations serving and supporting small schools

+ Provide assistance to small schools in identifying needs and brokering services

+Work to sensitize the Department of Education staff at all levels about the needs of small schools and ways of delivering services to meet these needs

+ Provide additional assistance to small schools in implementing State Board of Education and federal priorities and requirements

+ Identify and disseminate information about promising practices for small schools from throughout the state and the nation

+ Provide unique services necessary for small schools

+ Participate in school standardization visits

+Serve as executive secretary to the Oregon Small Schools Association which sponsors the annual, week-long small schools summer institute

Our thirteenth annual institute will be held June 12-16, 1978, at Willamette University in Salem, and the theme will be "Time and Resurce Management for Small Schools." It will be attended by administrators, teachers, aides, board members, and possibly lay people. There will be something for everyone, K-12. Most of the participants take the institute for graduate credit through the University of Oregon Continuing Education. We encourgae the team concept where a group from a district can come and work on a common project.

Without the Oregon Small Schools Association, this workshop could not have continued. The cooperation of other agencies in providing consultants and assisting in the planning have helped us expand the workshop to the point that our major complaint last summer was that there were too many choices.

Small towns all over the United States have begun growing at twice the rate of the big cities and are attracting a flow of people, talent, industry and influence that hasn't been seen since frontier days. As a result, we in rural education have a greater challenge than ever to provide quality education to our students. We must organize and use every possible resource to bring this about.

Organizing for Improvement of Small Schools: Texas

By: Garland Davis
President, TACS; Superintendent—Medina Independent School District, Medina, Texas

The organizational vehicle for improving the small schools in Texas began in the late 1950's and has kept the small and rural schools alive, viable, and instructionally efficient since that time.

A group of small school superintendents formed the Texas Small Schools Association and appealed to the Texas Education Commissioner, Dr. J.W. Edgar, to assist them in developing the Texas Small School's Project, a division of the Texas Education Agency.

Under the leadership of its first director, Charles Bitters, and with a dedication to preserve the small schools of Texas, and to make them institutions of quality educational programs, these two organizations provided a new "lease on life" for the Texas small schools.

These first efforts were concentrated on school districts with an enrollment of no more than 500 students, but they have been reorganized in the recent years in include school districts with no more than one high school campus within its district. The organizations have also changed their names and are now called the Texas Association of Community Schools and the Texas Community Schools Project.

The Association is self-supporting and active in developing legislative programs as-well-as instructional improvement activities.

The Project is supported by the Texas Education Agency and focuses entirely on assisting the community schools in meeting the Goals for Public School Education as developed by the State Board of Education.

Another facet of the organization for the improvement of the community schools in Texas is the Texas Community Schools Advisory Committee. This group, organized in October of 1977, meets twice each year with the Texas Commissioner of Education and acts as a liaison between the state education agency and the local school districts. As a result of the efforts of these groups, there is good dialogue between the schools and the central education agency and between the schools and the legislature.

Cooperatively, the Association and the Project sponsor activities which are quite effective in meeting the needs of the teachers and students from the participating school districts. Examples of activities which give assistance are in-service training programs for teachers and talented youth seminars for students.

The in-service training programs are presented at both regional and statewide levels. The state is divided into twenty regions, and each region has an organized unit representing the Association. A minimum of two days each year is spent in a regional workshop for teachers. Consultants are brought from Education Service Enters, the Texas Education Agency, and area universities to present new developments, methods, and techniques in education.

During the summer, a week-long statewide workshop is conducted on the campus of the University of Texas. It is sponsored by the University, the State Agency, and the Association.

The Talented Student Seminar, and activity aimed at developing leadership among students is also conducted by the groups. It, too, is conducted at regional and statewide levels.

In this activity, students who are considered to be outstanding in the areas of academics, leadership, and citizenship are brought together from all of the schools within a region. The groups are kept small enough for active participation, and the students are encouraged to develop their own concerns and interests. The seminars are coordinated by people from Service Centers or Universities, usually, and no one attends the sessions except the students, the coordinators, and the presenters.

This activity culminates with an annual seminar during the summer at a statewide conference. The participants who attend are selected form each region by the regional participants.

Other successful projects are on-going in the areas of evaluation, program piloting, enrichment, accreditation and individualization of instruction.

Today's accreditation process in Texas for all school districts, regardless of size or location, is the process that small schools, who participated in the Texas Small (Community) Schools Project, have been using for years.

We are proud of our small and rural schools, and we are convinced that our organization has improved our instructional capabilities.

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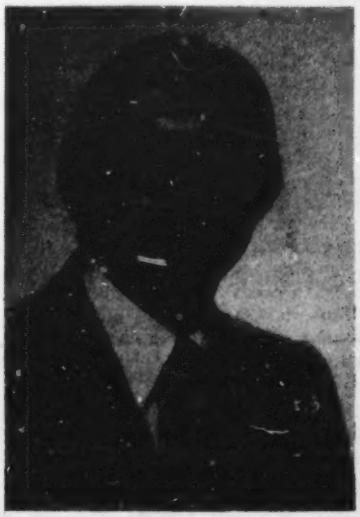
SESSION II: "The College and University Role in Rural Education"

A Practice Based Program In Teacher Education

By: John R. Evans



Dr. John Evans, Associate Dean for Administrative Services—Southern Illinois University, Carbondale, Illinois

Introduction

In many ways the program in teacher education at Southern Illinois University at Carbondale reflects the current status of the University. Southern Illinois University at Carbondale, Illinois, like many similar institutions, is a comprehensive and multifaceted university. Similarly, the Teacher Education Program is extensive, including approximately 40 major programs approved for certificaiton entitlement by the State Teacher Certification Board-Illinois Office of Education, State of Illinois.

The program in teacher education offered at SIU-C, however, is unique and in many respects differs considerably from programs at similar universities. Basic differences seem to exist in two areas:

1. First, the program has been developed in a setting that is rural. Rural in school and school district size and organization. Rural in sociology and economy. Rural in attitudes toward and approaches to life in general.
2. Second, the program is characterized by its commitment to sequential learning activities leading to extensive pre-student teaching and student teaching clinical experiences in public school settings.

The Program - Assumptions and Experiences

During the 1972-1973 academic years, the SIU-C Teacher Education Program underwent substantial changes. Coupled with the implementation of a Teacher Education Program admission quota system and the prospect of a change from an academic quarter to an early semester calendar, there were considerations calling for a thorough examination of the program in general:

1. An ongoing interest in program improvement on the part of College of Education faculty and administration.
2. An expressed interest on the part of public school faculty and administrators in seeing program improvement continue.
3. Students' reactions to on and off campus teacher education experiences.
4. A clearer recognition of the need for cooperative efforts among university and public school faculties in offering experiences that are beneficial to elementary and secondary public school students and to university students who are prospective teachers.
5. A move toward the establishment of more active relationships between the Illinois Office of Education - State of Illinois, the State Teacher Certification Board, and public and private colleges and universities preparing educational personnel in the State of Illinois.

These considerations led to the revision of the existing program for teacher education, and to the program described here.

Assumptions

The program was planned around three basic assumptions. Those assumptions, which may seem self evident, are included in the list that follows:

1. (Assumption 1) Helping children and adolescents to learn requires the beginning teacher to be competent in many learning related areas. Examples of such areas include, but are not limited to, the following:
   a. Deciding and specifying what is to be learned.
   b. Understanding and analyzing the characteristics of students.
   c. Promoting motivation for student learning.
   d. Organizing materials, information and instruction in such a way as to promote acquisition, retention and transfer of concepts and attitudes.
   e. Assessing the results of instruction in terms of cognitive and affective change on the part of students.
   f. Leading and managing the atmosphere of the classroom unit.

2. (Assumption 2) Areas in which beginning teachers must be competent may be defined in terms of alternative activities about which the beginning teacher must demonstrate his-her understanding. Understanding alternatives requires the prospective beginning teacher to demonstrate competence at two levels:
   a. The conceptual (or theoretic) level. For example, the student must demonstrate an understanding of the concepts of motivation and arousal.
   b. The application level. For example, the student must demonstrate the ability to motivate and arouse elementary and-or secondary students to attempt to learn.

3. (Assumption 3) Beginning teacher competencies may be effectively developed through the use of a sequence of on and off campus, simulated and non-simulated, learning experiences.

Experiences

Four categories of experiences were designed for use in promoting beginning teacher competencies:

1. Basic Competency Experiences.
2. Observation Experiences.
3. Participatory Experiences.
4. Demonstration Experiences.

Basic Competency Experiences include the preliminary "core" sorts of experiences that prospective teachers must complete prior to being involved in any further teacher education activity. These experiences may be diverse with respect to their modes of presentation. They must relate, however, to the types of activities referred to as teacher competencies (see Assumptions 1 and 2, above). The purpose of the Basic Competency Experiences is, as the name implies, the development of core competencies that may be employed in subsequent experiences.

Observation Experiences also relate to beginning teacher competencies. These are experiences in which the prospective teacher views and makes record of a particular teacher-learner phenomena. These experiences may be simulated (films, videotape presentations, etc.) or non-simulated, occuring on campus or in public school or other on-site settings. The prospective teacher has no direct contact with the learner in providing

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him-her with assistance in learning. This description of Observation Experiences does not in any way preclude the use of written or verbal direction in guiding prospective teachers' observations.

Participatory Experiences fall into two categories: those occurring on campus and those occurring off campus. The on-campus experiences include active participation in various simulated acts of teaching. The prospective teacher designs instructional materials and experiences to be presented through activities such as micro-teaching (VTR component), peer teaching, simulaton, etc. Close supervision and regular frequency of involvement would be characteristic of these experiences. The instructor assists with the participant's preparation and provides feedback on both preparation and performance. The off-campus experiences (in public schools, private schools, day-care centers, and other community facilities) bring the prospective teacher into direct contact with children and young people. He-she is actively involved in non-simulated situations with regular frequency. This involvement includes design of instructional materials and activities to be used in one-to-one tutoring or small-group instruction. These activities would be closely supervised by university and public school personnel with the participant given increased responsibility for the direction of his activities as he progresses through the experience. As with the previously described experiences, all Participatory Experiences will be directly related to the teacher competency areas described previously.

Demonstration Experiences refer to those resident student teaching experiences in which the prospective teacher demonstrates on a full-time basis, his-her ability to do specific alternative activities in the teaching areas mentioned previously (see Assumption 1). During the Demonstration Experience phase of the student's preparation, he-she is, in effect, the classroom teacher.

The Program

Content and Organization

Stemming from the assumptions and experiences considerations underlying the Teacher Education Program at SIU-C is the Program's Professional Education Sequence.

Content

The Professional Education Sequence has a three component design:

Part 1, the Decision Component, has as its purpose the goal of helping students clarify their thinking concerning the desirability of pursuing a career in teaching. This component must be completed prior to the student's formal admission to the Teacher Educaton Program. It is offered to freshmen students under the course mechanism Education 201, for one semester hour of credit. Two full-day field trips are required in Education 201.

Part 2, the Basic Professional Block, has as its purpose the fulfillment of the minimum certification requirements for the standard elementary, standard high school, or standard special teaching certificates in the State of Illinois. Areas covered include educational psychology (human growth and development), history and-or philosophy of education, and methods and techniques of instruction.

The eight semester hour Basic Professional Block includes the following courses:

Education 301-2: Human Growth, Development and Learning

Education 302-2: Basic Techniques and Procedures in Instruction

Education 303-2: School and Society: Historical, Sociological, and Philosophical Perspectives

Education 304a-h-2: Elective from among: a. Audio-Visual Methods in Education b. Career Education c. Evaluation in the Classroom d. Teaching in the Middle and Junior High School e. Teaching the Special Needs Learner in the Regular Classroom f. The Teacher and Affective Education g. Discipline and Classroom Management h. Extracurricular Activities in Junior High and Senior High Schools

Part 3, the Professional Semester, is a 16 week, full-time, on-site experience in a public school setting. The semester is comprised of:

Education 350-3: Seminars in Professional Education

Education 400-4 and 401-8: Student Teaching

The Professional Semester occurs in a designated public school center staffed by a university center coordinator who schedules and supervises student teaching and seminar activities. Center coordinators are SIU-C faculty. It should be pointed out that the Professional Semester and Center concepts were adopted to provide for improved student experiences, more reasonable faculty assignments, and greater public school input into the delivery of the Teacher Education Program.

Organization

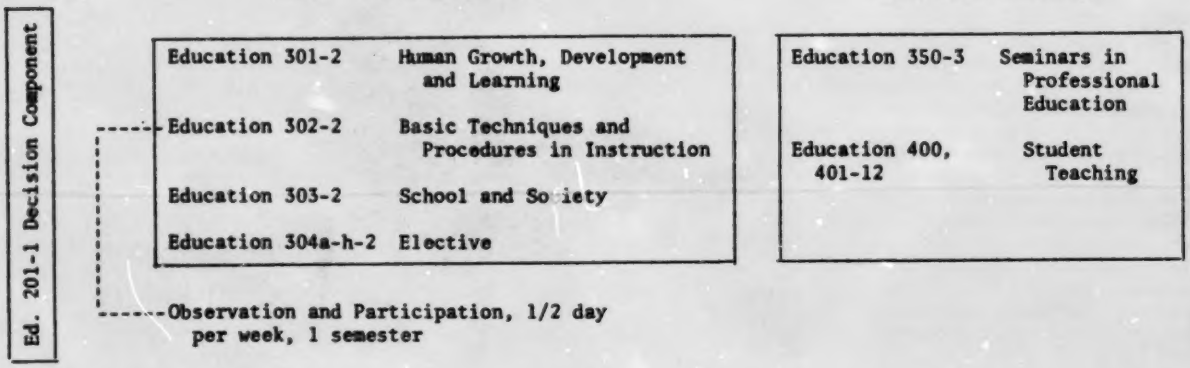
Two diagrams are useful in summarizing the design of the professional education components of the Teacher Education Program. Figure 1 cutlines the organization of components included in the Professional Education Sequence of the Teacher Education Program. Figure 2 illustrates the relationship of the four categories of experiences (basic competency, observation, participation, and demonstration) referred to in The Program - Assumptions and Experiences section.

Comments

The program in teacher education at Southern Illinois University at Carbondale has demonstrated its ability to prepare teachers not only for urban settings, but also for rural settings. The "Center Concept" is a workable, and manageable notion that provides an integration of university and public school faculty into the preparation of prospective teachers. The program has demonstrated its effectiveness in a rural and small school setting.

Figure 1

SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE
COLLEGE OF EDUCATION
- PROFESSIONAL EDUCATION SEQUENCE


Basic Professional Block[1]
Professional Semester
Ed. 201-1 Decision Component
Education 301-2 Human Growth, Development and Learning
Education 302-2 Basic Techniques and Procedures in Instruction
Education 303-2 School and Society
Education 304a-h-2 Elective
Observation and Participation, 1/2 day per week, 1 semester
Education 350-3 Seminars in Professional Education
Education 400, 401-12 Student Teaching

[1]Admission to the Teacher Education Program is required before the student may register in Education 301, 302, 303, or 304a-h.

Figure 2

Interrelationship of Categories of Experiences
With the Professional Education Experiences

	Basic Competency Experiences	Observation Experiences	Participatory Experiences	Demonstration Experiences
Decision Component	Education 201	Education 201		
Basic Professional Block	Education 301, 302 and 303 Education 304a-g	Education 302	Education 302	
Pre-Student Teaching Clinical Experiences		Education 201 Education 302	Education 302	
Professional Semester				Education 400,401,350

SESSION III: "Career Education in Rural Schools"

Career Education in the Cashmere School District: Cashmere, Washington

By: Mr. Bernie Griffith

Director, Cashmere Career Education Project, Cashmere, Washington

The Cashmere School District has been involved in career education since the spring of 1972 when a team of fourth grade teachers decided to instruct their ninety students from a career education viewpoint. They designed curriculum to increase students awareness of the world of work: the kind of work that people do, the tools they use, and the skills involved in their jobs. They hoped their students would formulate favorable attitudes toward the dignity and status of all work. Other staff members became interested and a workshop was held for sixty-six elementary teachers the following summer. This was Cashmere's initial introduction to career education and it soon became apparent that this represented just a beginning. A project funded under Part C, of the Vocational Amendments of 1968 was secured during the 1973-74 school year to develop techniques, procedures and materials which complemented rather than supplanted the existing school curriculum with emphasis on using the community as a basic resource. Every teacher and administrator in the school system was involved in this project and all 1,140 students benefited from this thrust. Three activity guides were printed and have since been requested by and sent to over 1,000 schools and school systems in the United States and abroad.

The 1975-76 school year saw the first phase of a proposed three year project dedicated to the development and implementation of a curriculum oriented to career education. The curriculum is comprehensive, K-12, goal-based and transportable. It provides for all students developmental career education experiences relevant to work - to life. During the first year one third of the teachers were given released time to reorganize the curriculum in the areas of social science and language arts. Comprehensive guides which include discipline and career education program goals, course goals, student learning objectives, sample indicators, resource and activities were developed and printed, for grades K-5, 6-8, and 9-12. The year 1976-77 teachers in the areas of math, science and vocational educaton completed the same task and this school year (1977-78) all staff members in art, music, foreign language, health and physical education are engaged in this curriculum reorganization. The first year was funded under P.L. 93-380. The second year was funded totally with local dollars as is the current year.

School board policy and commitment, community support and strong administrative leadership have been the basis for the success of Career Education in the Cashmere School District. This commitment, support and leadership along with evaluation and accountability measures ensure the continuation and longevity of the program.

In July, 1976, the Cashmere School District was awarded a fifteen month contract (terminated September 30, 1977) from USOE to "Communicate Successful Career Education Methods and Procedures to 5,000 Selected Rural Schools". Seven editions of the newsletter "Communicating Successful Career Education Practices to Rural Schools" were distributed. The project also (1) published a handbook "The Original American Early Morning Primer: A How To Do It Guide for Implementing Career Education in Rural Schools", which was mailed to 5,500 school systems and agencies for use in inplementing career education in their local districts, (2) developed three slide-tape presentations: Career Education, What It Is and How To Do It, Involving the Community, and Translating Concepts Into Action, and (3) conducted five nations workshops for over 300 rural educators.

Included in the career education program in the Cashmere School District is a strong career guidance component. An Advisor-Advisee program is one vehicle used to deliver career guidance competencies to students in grades six through twelve.

Dr. Roger Baskerville introduces Ms. Barbara Miller from Oregon.

Career Education in Oregon's Small Schools

By: Barbara Miller, Editor—Oregon Small Schools Career Education Projects Materials, Salem, Oregon

The "small school" in our state is defined as having a maximum of 1,000 students in a unified district, K-12, or 350 in an elementary or union high school district. Two-thirds of Oregon's 333 school districts are small. All of our small schools are rural, but not all of our rural schools can be defined as small.

Everyone now recognizes the need for providing career education. A small schools needs assessment was conducted in our state in 1973. The need for practical career education programs was listed in the top 10 priorities of every category of respondents: superintendents, elementary and secondary

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principals, elementary and secondary teachers, school board chairmen, small elementary districts, and parochial high schools. It was the only need which appeared in the top ten priorities of every category.

The Oregon Small Schools Program sponsored many activities to assist the small schools in meeting this need. In 1971 we held a series of one-day, drive-in regional conferences throughout the state. Part of each program included a speaker from a local industry. Although speakers represented very different industries--lumber mills, forest service, manufacturing, food processing, atomic energy plant, construction and agriculture--their message was very similar. Different occupations require different qualifications, but all want certain characteristics in elmployees:

Good Attitude
Initiative
Responsibility
Knowledge of basic skills--communication and mathematics
Dependability
Adaptability--willingness to learn
Accuracy
Good safety habits
Awareness of the world around them
Good Appearance
Loyalty to the boss and to the company
Ability to get along with people
As much education as possible
Adequate preparation for the particular job
Knowledge of the free enterprise system

Certainly, if they were speaking to us today they would include energy conservation. The speakers agreed that "Although today's students are smarter, they are not generally as well prepared for work."

Regardless of the size of your school, skills for most of those career requirements can be taught by making them a part of your present curriculum. As many vocational offerings as possible should be available to your students, also, depending on their interest and your district's resources and constraints.

Many of our small schools found ways to provide good career and vocational education, but additional help was needed. The Oregon Department of Education funded the Small Schools Career Education Developmental Project to develop and implement ways of furthering career education in Oregon's small schools through the selection of and assistance to three developmental sites strategically located throughout the state. The three high schools, Amity, Condon, and Lost River, were selected and each site developed a different career education approach, tailored to the needs and resources of the district.

Representatives from the three site schools and others from small schools having exemplary programs formed a developmental assistance team to prepare a guide, **Career and Vocational Education for Small Schools.** The Guide states that to contain all the important elements, a career education program should:

+ Include adequate, articulated instruction in career awareness, exploration, and specific preparation
+ Reflect the activities, opinions, and demands of business and industry
+ Use the interdisciplinary approach
+ Meet the state minimum standards for graduation requirements
+ Allow each student to develop career interests and abilities
+ Have a written commitment by the board
+ Have a long-range plan
+ Have strong administrative support
+ Have representative, active advisory committees
+ Provide an opportunity for work experience
+ Offer adequate guidance and counseling
+ Promote vocational student organizations
+ Have a good safety policy program and include safety instruction in the curriculum
+ Be constantly evaluating, assessing, and revising the program

Whether we plan it or not, we are, in essence, giving our students career education in our schools. If we do not have a positive program, we may be allowing them to learn such poor study and work habits that they will never be successful in their careers.

SESSION IV: Financing Iowa Schools: Today and Tomorrow

By: Dr. Wayne P. Truesdell

Professor Emeritus—University of Northern Iowa, Cedar Falls, Iowa

In terms of state participation in financing Iowa schools, "Today" could cover the years 1946 to 1978. As late as 1943-44 Iowa contributed but .4 percent from state funds for the operation of local schools, at a time when, nationwide, state participaion was 33 percent.

From 1946 to 1978 Iowa has devised three different formulas in its efforts to improve **equalization** and **tax equity**. In 1977-78, Iowa will contribute $428 million dollars from the State General Fund for **foundation aid**, 45 percent of school operating costs. If the $112 million in property tax replacements is added, the $540 million state contribution is 48 percent of school operating costs. (The budget carryover has been deleted). This is 40 percent of the revenue that Iowa expects to raise in the State General Fund in 1977-78.

From 1970-71 to 1977-78 the State of Iowa increased its contribution to local schools (foundation aid only) by an average of $39 million a year. Governor Ray suggests that this increase in State funding be continued for 1978-79.

In a 1976 report to the Iowa Legislature, the LEAP Study lauded Iowa's 10 years of progress toward the reduction of expenditure disparities among Iowa's 449 districts, and the shortening of the range between property tax rates in Iowa's richest and poorest districts. The report states that Iowa had reached "a level of equality (in per pupil expenditures) probably exceeded by only three other states."

In terms of equalizing educational opportunity, Iowa's poorest district was able to increase its per pupil costs from 81.9 percent of the state average in 1970-71 to 94.3 percent in 1977-78. State aid increased from $202 to $840 per pupil (AEA deleted.) The 25 percent catch-up on the growth factor for schools spending below the state average has been a boon to the poorer districts.

Equalization now is concerned with the differing needs of students. Since 1975 Iowa has given added weight to special education students. This weignting, added to the Area Education Costs, has pumped $99 million dollars into Iowa education in 1977-78, 10.6 percent of total costs.

In terms of increasing tax equity, this poorest school has reduced the property tax rate from $20.13 per $1,000 of property in 1970-71, to $14.66 in 1977-78 (AEA deleted). Equalization was improved by 15 percent while tax equity was increased by 27 percent in seven years.

Iowa's program is responsive to increasing costs due to inflation. A growth factor is applied each year to the preceeding year's per pupil state average costs. It is based upon the growth in State General Fund Revenue, and upon the increase in the Consumer Price Index. For 1978-79, the growth factor has been estimated at 7.824 percent, or $105 per budget pupil (AEA deleted).

The Iowa foundation formula does insist that schools make efficient use of the educational dollar. Local expenditures are limited to an increase of $105 per pupil from 1977-78 to 1978-79.

The LEAP report did suggest that "The job of finance reform in Iowa, however, is far from complete." Local schools find two restrictive factors in the Iowa foundation formula.

1. The total budget is based upon student enrollment. Declines in enrollment for 1978-79 will force some schools to less than a four

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percent budget increase, one-half the 7.834 percent growth factor.

2. The use of state average per pupil expenditures in the formula, and the uniform $105 per pupil growth factor, can not encompass varying costs of plant operation and staffing, and different educational aspirations in Iowa's 449 local districts.

Enrollment declines have plagued Iowa administrators in planning budgets. The rapid growth in buildings and the increase in staffing as Iowa's enrollment increased by 203,000 students from 1951 to 1969, has been replaced by furtive attempts to contract facilities and staff as enrollments drop by about 165,000 before levelling off in the mid-1980's. A peak enrollment of 659,888 students was reached in September 1969. It had dropped 11.0 percent, to 587,123 by September 1977. The most precipitous drop will be in the six years from 1977 to 1982, as the spring graduates are replaced in the fall by kindergartens from 124,289 less births. Enrollments could level off at about 496,000 in 1984-5, a drop of 25 percent, or 162,000 students, below the 1969 peak.

The major cause of the enrollment decline has been a fertility rate since 1965 which has declined to half that during the 1946-64 "baby boom". The "Depression 1930's" saw a fertility rate as low as 2.19 births per woman in a lifetime. Zero Population Growth is 2.10. From 1927 to 1940 Iowa averaged 42,261 births a year.

During the 19 year "baby boom" (1946-64) the fertility rate reached 3.77 births per woman in a lifetime. In 19 years the average was 62,027 births a year. The 1964 births are now in grades 7-8.

From 1966 to 1971 Iowa births averaged 47,768 a year. These children are in grades 1-7 in 1977-78.

Iowa has seen the lowest level of births since the early 1900's in the years since 1972. The 38,898 children born in 1973 is a far cry from the 66,123 born in 1951. Those who start to school in 1977 through 1982 come from a yearly average of 41,410 births. Since 1972 the fertility rate has ranged around 1.80 births per woman in a lifetime.

Migration out of Iowa, and movements within the state, have caused enrollments trends to vary widely in Iowa's 449 school districts. Greatest declines have been experienced by Iowa's smaller districts, and by the 16 cities with enrollments over 6,000 students. Only two of these 16 largest schools has had an increase in enrollment from 1970 to 1977, Dubuque and West Des Moines. Fifteen of the 21 largest cities lost more than the state decline of 11 percent during the seven years. Mason City dropped 23.6 percent. Seven of the cities dropped more than 18 percent.

If a circle with a 25 mile radius is drawn with each of Iowa's 21 largest cities as the center, the 2,000 square mile area will encompass all but six of the 74 schools whose enrollment increased, and most of those whose enrollment dropped less than the state average of 11 percent. Declines in school enrollment are closely related to the proximity to an industrial center. Smaller industrial growth in the Mason City, Ottumwa, Fort Dodge and Sioux City area is shown by a pattern of large declines in school enrollment.

Outmigration from Iowa, and migration within the state, has had a marked affect upon school enrollment, both present, and potential. This outmigration in every decade since 1930 has caused Iowa to lag far behind the nation in population growth. From 1960 to 1970 Iowa grew by 7.7 percent when the nation increased in population by 34.9 percent.

Outmigration has siphoned off a disproportionate percent of the youth of child-bearing age. From 1960 to 1970 21.8 percent of the 20-29 year old group left the state, compared to 3.9 percent of those under 20 years of age and 3.1 percent of those over 30 years of age.

The rate of outmigration has dropped since 1970, from .66 percent a year in the 1960-70 decade, to .22 percent a year from 1970 to 1976. But the growth rate has remained at .22 percent a year during both periods. Further investigation shows that the drop in out-migration was amost identical to the difference in number of births per year between the two periods, 11,350 drop in births and 11,810 drop in out-migration.

Nor does the 16,473 drop in enrollment in September 1977 suggest much change in out-migration. It was 1,323 greater than this writer projected using a birth to school enrollment (13 grades) survival ratio existing for 1976.

Rural counties have seen as much as two-thirds of the 20-29 year old group leave the county in the 1960 to 1970 decade. The loss of those above 30 and under 20 years of age was closer to a 7 percent average.

One could speculate that the single youth, and the married ones without children go to the city to be closer to work, but that families with children locate in this 25 mile radius, but outside the city. This would explain why large city populations dropped from 1970 to 1975, despite a large number of new housing units.

Iowa has attempted to mitigate the affects of declining enrollment by permitting a one and one-half year lag. The 1977-78 budget was prepared before September 1977. It based its enrollment on the January 1977 headcount. To this it was permitted to add one-half the drop from January 1976 (one-fourth the drop over 5 percent.) As a result, Iowa has 19,057 "phantom students" in 1977-78. At $1,245 per "ghost", school districts raise $23.7 million more than if the September 1977 enrollment were used. At $669 per student, state aid was $12.7 million.

The Legislature needs to adopt a workable plan for handling enrollment declines, and assure schools that it will not be changed annually. Long range educational planning is impossible with annual "stop-gap" legislation. A simple approach would be to count the preceeding September enrollment, and ignore 2 percent of the drop from the enrollment in September two years back. Thus schools would have two years in which to adjust to enrollment declines, and would be able to levy an average of about 5 percent additional for these "phantoms".

Another problem faced by budget planners is the inflexible growth factor. The $105 per pupil growth for 1978-79 applies to all schools. But all schools do not have the same rate of enrollment drop, nor the same operational

costs. This factor could best be handled by letting the local district make the final decision on its per pupil expenditure, realizing that that all costs above the support level ($1149 per pupil in 1978-79) would come from local taxes, either income or property.

The law now permits schools to increase expenditures by 5 percent of state average costs ($62.25 per pupil), but requires that the question be submitted to a vote of the people. The extra costs would come from a combination of property taxes and a local surtax on income tax paid.

The proposal in the Legislature to permit this increase to be 10 percent ($135 per pupil for 1978-79) of state average costs, and that no referendum would be necessary unless people request it, seems adequate to care for any district's needs during the period until 1983 when enrollments will begin to level off.

Considerable reduction in facilities and staff will be necessary to accomodate the 13 percent drop in enrollments yet to come. Small rural districts must seek some type of combination, either cooperative, or through reorganization, to avoid a gross inefficiency in pupil-teacher and administrator-teacher ratios, and in utilization of facilities. Cities will need to continue to contract staff and close buildings to avoid the inefficiency of

operating buildings at much less than capacity. Continuing a per pupil ceiling will force districts to seek means of adjusting to declining enrollments.

Since 1971 this writer has been urging the Iowa Legislature to consider an income factor in the formula. Printouts of two such plans for all of Iowa's districts were provided the Legislature in 1971. Dennis Havken used the same approach in his study of a "County Like Unit" a year later. Several states now include income in the foundation base. It is unrealistic to base a formula solely on property wealth when the correlation between property wealth per student and taxable income per student is only .45.

Rural areas lose state support when the foundation is based totally on property because of the large investment in land and equipment. In the 1977-78 operation of the formula, the 47 schools with under 300 students each had 1.8 times the state average in per pupil property wealth. The result was an average of $351 per pupil aid, even though the taxable income per student was .96 of the state average. At the other extreme the 16 largest cities had property wealth per student equal to .75 of the state average. They received $772 per pupil state aid, despite the fact that their taxable income per student was 1.16 times the state average.

If the share of the income tax going to state aid is compared for these schools, the 47 small schools averaged an income tax paid loss of $117 per pupil, while the 16 city districts gained $58 per pupil.

This writer has a computer run which compares the 1977-78 operation of the foundation formula with two plans inserting taxable income into the foundation base. To gain almost complete equalization, the support level has been raised from 75 percent to 95 percent of state average costs. Total sate aid remains the same, and averages $669 per pupil. The increase in support level channels more of the aid to schools whose combined property and taxable income wealth is below the state average, and takes it from those where wealth is above the state average. The first plan uses equal rates on property and income to reach the support level ($1,329 per pupil). The uniform rate on property would be $7.99 per $1,000, and on income tax, 20.8 percent).

The second plan uses equal funds, statewide, from property and income to support the foundation level. Locally the dollars contributed by either property or income would vary with the per pupil wealth of each factor. Here the basic property tax rate would be $4.88 per $1,000, and the income surtax 59.8 percent.

The second plan would bring almost complete equalization. Because the support level is 95 percent of the state average per pupil cost, and state aid is based inversely upon wealth, the poorer district could spend as much as the richer one with very little difference in tax rates on property. Between Iowa's poorest district and one of the richest ones, the rates would be $5.82 and $5.15 per $1,000 on property. Iowa's largest city could see its property tax rate drop from $12.90 per $1,000 to $6.97 per $1,000.

In conclusions, Iowa has a sound finance formula which has, in seven years, reduced expenditure disparities between rich and poor districts, brought greater tax equity, put the state out in front as the contributor in financing education (58 percent of total), and allowed a reasonable per pupil growth.

The Legislature needs to concentrate upon long range policies to solve the problem created by declining enrollments and different per pupil costs in Iowa's 449 districts.

SESSION V: "Regionalizing Opportunities to Students in Iowa's Small Schools: The Role of the Community College and the Area Education Agency"

By: Dr. Carl Larson

Vice President Academic Affairs—Iowa Central Comm. College, Fort Dodge, Iowa

One of the stated objectives of the community college is to aid school districts by developing the opportunities for high school students to enroll in educational courses or programs while still enrolled in high school. This mission is best achieved by the community college developing a regionalizing concept whereby the small rural schools combine to form consortiums or leagues. Such leagues provide the basis for the operation of cooperative programs. The role of the community college is three fold. 1) Serve as a catalyst in providing leadership that brings about the organizing of (consortiums) so that the resources of the community college can serve more districts. 2) Provide the technical knowledge necessary in the development of quality programs.

There are four basic reasons for regionalizing. 1) Experience in merged Area V has indicated that students have career needs for both exploratory and preporatory programs. The traditional curriculum of the small rural school has in the past channeled all vocational goals of students into the five practical arts areas. Studies in Area V indicate that the career aspiration of students

in grades 11 & 12 are not being met thru these five practical arts curriculums. This is the central issue of regionalizing. New programs are needed that small rural schools presently do not provide in their traditional curriculum. 2) The small rural school typically offers (32-35+ units) largely based on enrollment possibilities. Each local school must offer the minimum number of units to meet state guidelines yet these minimum efforts do not meet all students' needs. Hence the curriculum areas can be cooperatively offered not just vocational (ie Foreign Language, Music, Art, Science). 3) Financial Exigency. The cost of establishing programs by individual rural schools is often times prohibitive. A typical example is engine mechanics. To offer such a program for a small enrollment of ten students for one period per day is prohibitive. Schools must pool efforts and enrollments to make cooperative programs possible. 4) The communities represented by rural schools need the regionalizing program to preserve the identity of the small rural school.

Schools (administration & board) must realize that they can and must cooperate with their merged area college and neighboring schools. This is essential for survival. 2) Schools must allow students to leave the district for educational programs. Schools

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must realize that they can gain by having students career needs met by attending a career center. All schools cannot be a center school. Schools must prioritize student needs and submerge local desires. Some small enrollment local courses must be dropped and merged with other neighboring schools. 4) Cooperative transportation routes can be established so that costs can be held to a minimum.

The community college must prioritize its own goals and resources to meet the need. The community college must be willing to expend some of its own financial resources for both the instructional needs and equipment needs. The community college must be willing to accept the fact that good secondary programs (thru articulation and recruitment) are vital to the development and success of good programs at the post secondary level.

Hogs Are Teachers

By: Patrick T. Kelly
Superintendent—Green Valley AEA, Creston, Iowa

As you can see, I picked a rural topic and in Iowa what could be more rural than the topic "Hogs Are Teachers." I've only had one problem with this topic...some educators are inclined to read it backwards and then punish me for their error. I don't mind though because I'm not paid to come here so I'll be able to say what I think. You won't even have to like it. In fact, I won't even have to like it.

I am an Area Educaton Agency Administrator, but that in no way means I represent the AEAs of Iowa.

I assume you are here because of your concern for rural education...P.U.R.E. For your informaton, I believe all education in Iowa is rural. There are no cities in Iowa...agreed some towns and schools have more students than others. Problems and opportunities in each school differ greatly in nature regardless of the number of students.

Even those of us united for rural education disagree on the real causes for concern or whether it is good or bad today. Most of us are too old or cold to get excited or participate in panty raids, even Big-Mama panty-hose raids. Triple X movies are no longer a big deal and the drug scene bores us and the government is in Washington D.C. or somewhere else so that leaves the schools for the major concern of us rural folk. That means all Iowans.

Even an idiot can find fault and more than that, a half-wit can find fault with schools. If you give a note pad to the first twenty-five job applicants at any job service office and ask them to list those things wrong with our schools, they will function just as effectively or more so than those of you who've been doing it for a living for 30 years.

In fact, I even do it myself.

If indeed Iowa's small schools are in trouble and by small, I mean less than 2,500 students, then we should take a close look. Let's not ignore some of the things that are presently occuring.

But, first understand that facts are what actually exist and truth is what people believe and they may or may not be the same.

It is true that Iowa's local schools

(1) Have millions in unspent, unencumbered balances in Iowa bank accounts

(2) Have fewer students per teacher than at any time in history

(3) Have declining enrollments, 2 percent or more each year, in student population

(4) Are presently charging the State taxpayers for 20,000 ghost students which amounts to $26,000,000 per year.

(5) Have fewer than 10 students in 75 percent of the High School classes they offer.

(6) Have many students riding on busses 2 hours or more per day.

(7) Have only scratched the surface regarding teacher or administrative sharing or the idea of itinerant teachers.

(8) Have many, many busses from adjoining districts on the same roads each day duplicating services.

(9) Have high school attendance centers from 2 adjoining districts less than five minutes apart though the combined high school student population is less than 400.

(10) Have, in some cases, as many as 18 furnaces in one local school system, averaging one furnace per 40 students.

(11) Have as much as 10 percent of their total school budget going to only one employee.

I visited a school recently as high school students walked down a hallway. Two teachers with the most seniority stood at each end of the hallway and watched the students walk. A few minutes later in a faculty meeting, I asked how old children should be before we trust them to walk by themselves and it was agreed that by age 5 or 6 a child could be trusted to walk by themselves. I then asked why we assigned the two highest paid teachers to supervise the walking of high school students in a hallway. I was told that if they weren't watched, they would hurt themselves...and we call that education. Maybe we don't know how or are afraid to give a student responsibility. Maybe that's why our educational costs are so high and our educational development of students is so often questioned. Maybe a child can receive better instruction in a class of 30 than a class of 10 or fewer as so many of our schools are presently doing.

I worked with teachers in one school and we talked about students accepting more of the responsibility for their own education. After a few days, one teacher told about a playground

incident. She said that two boys approached her and said, "Make Jimmy stop following us." She went on to say that for twenty years, she has turned to the many little Jimmies and said "Stop following them" but that day she said "Why don't you three boys stand over by the fence until you get it worked out." She said in less than five minutes, they came and said, "He's gonna go with us."

Some of you here today, including some AEA people, I'm sure, have looked at the AEAs as teachers supervising playground duty, telling you which game to play. You have feared that the AEAs are indeed school reorganization and you are probably right.

You have feared that "the plan" means fifteen giant school districts in Iowa. This has caused some of you to run frightened to the isolation & perceived security of your own little districts. It's caused others of you to become hostile or whatever. It has caused others of you to bang on the doors and jangle the telephones of your legislators. There's a fable about people like this and it's called the Chicken Little Fable and the theme is "The Sky Is Falling."

Not that it is necessary, but the definition of school reorganization has changed. In the 50's and 60's, it meant shutting down buildings and

towns, employing fewer teachers and employing more bus drivers, having kids spend more time on buses and less time in classrooms. It may or may not have meant better education. Today, the reorganization of the 70's that many people fear has already taken place. It happened when the AEAs were created. School reorganization today means more teacher sharing, cooperative programs between schools, wider curriculum offerings, community involvement, itinerant teachers, and more individualizing for students.

In the first century, apostle John wrote "...and men loved darkness rather than light because their deeds were evil." John 3:19. Now, some nineteen centuries later, that basic trait of mankind has probably not changed much.

Though he didn't intend to, an old neighbor of mine named Milton proved this philosophy using a litter of hogs. For whatever reason, Milton didn't fix his barn-lot fence and therefore could not turn his hogs out of the barn. One day Alan, a friend of mine, and I fixed the fence and Milton opened the barn door. Two days later, the penned animals had still not ventured forth. Alan and I checked and learned the animals had been in darkness so long they preferred it to the light. Not only that, when we attempted to run them outside, they jumped over the dirty sunlight beams and ran back into the perceived safety of the darkness. We finally had to shut the door and lift each hog over and out. Outside they fought to return. It was almost a week before they began to enjoy themselves outside.

Today, too often school superintendents and teachers also run for the perceived safety of darkness. Like hogs, the cause is fear. Fear for job security, fear of competition, fear of losing something, fear of neighboring towns, fear of reorganization.

The State Department of Public Instruction cannot cause reorganization. The Area Education Agency cannot cause it. The Merged Area Community College cannot cause it. There are just two ways that school reorganization will occur...only two. One, when the legislature changes the laws and two, when a school becomes weak. That's all...it cannot happen if the school remains strong, regardless of how small or large it is. In education, like other institutions, weakness comes from within...not from without.

It shows first in deterioration and lack of pride in the buildings. Next, the buses begin to wear out, then staff members become underpaid and the good ones move on, and through it all, students are provided fewer and poorer programs. Members of a community finally become dissatisfied with their own school and the educational program and will then bring about school reorganization.

If a school stops building buildings, rebuilding curriculum, stops teaching staff members, stops remodeling buildings, fails to pay good salaries, stops educating administrators and board members, and stops showing the community new ways to use the school, it is definitely time for change.

School reorganization doesn't necessarily mean closing buildings or eliminating girl's basketball. We need no longer measure success by the lack of problems.

The thing you fear has already happened...so relax...and get busy and enjoy it.

SESSION VI: "Inservice Training Sessions for the Rural Educator"

These inservice sessions were designed to provide teachers with practical ideas to be used with students in a rural school setting. Dr. Muse has conducted numerous teacher inservice training programs throughout the United States and the South Pacific. Although the sessions were specifically designed for the practicing teacher, they are open to everyone. A different topic was presented at each session.

FIRST SESSION

Circle Up Techniques in the Classroom

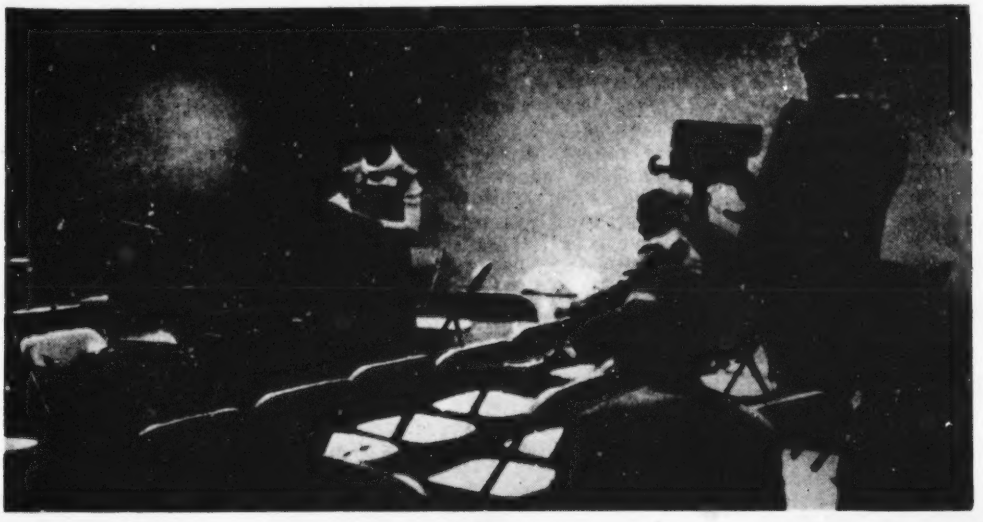
New and fun ideas in grouping students were demonstrated as a means of enhancing learning. Participants got involved and learned how to include all the classes (K-12) in a discussion, debate, lesson review, or role playing situation. This was a person's chance to be a "famous person" or "someone's conscience".

SECOND SESSION

"Perking Up" Activities

This session provided help for teachers who run out of new ideas for "perking up" students. When the day is shortened for an assembly, or the "big game" or it's just too hot (or cold) to study, active learning games can be of help in supporting instruction and helping students to behave. The participants picked up some quickie games that quickly motivate.

Trainer: Dr. Ivan D. Muse, Professor of Education, Curriculum & Foundations, Brigham Young University, Provo, Utah.
Recorder: Mrs. Jan Jess, Administrative Assistant, Meservey-Thornton Elementary School, Meservey, Iowa.



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SESSION VII: "Individually Guided Education: How to Make It Work for You in the Small School"

By: Dr. James Halvorsen
Professor of Education—Drake University, Des Moines, Iowa

The title of this session infers by its wording what I believe may be the most important aspect of IGE as it relates to the small school. The words are "Making it Work for You". IGE is a "do it yourself" program. It requires "do it yourself" people. Its structure is designed to prepare "do it yourself" young people. Your involvement in People United for Rural Education may mean you are that kind of people.

We are all aware of the tendency to lean on the program or system. Let the system do it for us. If we can just get a 25 to 1 pupil-teacher ratio, 50 minute periods, teachers teaching one subject, and so on, then the system will provide a quality education and we won't have to do it. IGE is not that kind of system. It suggests continuous improvement to better meet the needs of each individual student. Students and teachers are first and systems are only there as a way to help insure a better learning environment for students.

This is not only sound in principle but individualized programs are required by law (Public Law 94-142) for many students.

The two major thrusts of IGE are individualized instruction and continuous improvement for the school.

Individualized instruction can be defined as an effort to match the student with the learning objectives and activities which will maximize the possibilities for learning. It includes a focus on activities which require students to increasingly assume responsibility for their own learning. Teachers assume responsibility for advisement with a group of students. This responsibility has specific expectations regarding student development.

Individualizing requires that decisions concerning student learning programs be made on important criteria such as developmental readiness, self-concept, and interest in subject, and not on criteria such as age or grade.

This effort requires that teams of teachers work together with larger than class size groups of students, but with each teacher having specific advisement responsibilities for a group of students. This eliminates the need for grade levels and can be very beneficial when the number of students differs greatly from one age to another.

The IGE model suggests and has action options for staff exchanges among cooperating schools. This allows one school to support another in one area and receive support back in another. Each school doesn't have to be "self-sufficient" with faculty interest and expertise in "all" areas.

Small schools have some built-in advantages in the area of decision making. For example, in assuring a meaningful sequence of curriculum objectives and learning activities, coordination problems should be lessened by having fewer teams of teachers involved. IGE proposes and has practical

suggestions for effectively dealing with these important curriculum questions.

But it all comes down to making it work for you. IGE is not a recipe to follow but a logical set of outcomes relating to decision making, organization, curriculum, student responsibilities, and on-going improvement which can help educators make good schools better.

SESSION VIII: "DPI State Equalization Project: Overview and Progress Report"

By: Leland R. Tack

The purpose of the State Equalization Project is to develop a State Plan for Iowa for a program of financial assistance to local school districts which will aid such agencies in the provision of free public education. The plan which is to be developed shall be designed to implement a program of state aid for free public education 1) which is consistent with the "equal protection" principle of the fourteenth amendment of the Constitution and 2) the plan's primary purpose is to achieve equality of educational opportunity for all children in attendance in the school districts of the state.

To enable Iowa to develop a state equalization plan to assure equal educational opportunity for all children, the activities as described below were proposed. It was proposed that the project proceed in two phases: 1) data gathering and 2) plan development. The activities proposed are the results of "Equity Guidelines" as published in the Federal Register. All of the published "Equity Guidelines" have been considered in the plan development; however, the plan developed will not necessarily include all factors discussed or be limited to those discussed in the "Equity Guidelines." The "Equity Guidelines" were translated into objectives which are thus being used to focus the work of the project.

Seven areas corresponding to the "Equity Guidelines" were followed in developing studies. Briefly, each of the seven study areas are as follows:

1. Educational Program Adequacy

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To investigate what levels of educational programs, support services and facilities currently exist across the state, and in turn to determine adequacy to insure educational opportunity for all pupils enrolled in local educational agencies.

2. Financial Need

To determine the relative financial need of local educational agencies with respect to those pupils with varying and greater educational needs and to take into account any variations among such local agencies in the costs of providing equivalent educational programs, support services and facilities which might be associated with such factors as sparsity or density of population, cost of resources and socio-economic characteristics of the population.

3. Cost Variations

To study cost variances in regular programs, special education programs, vocational education programs, educationally disadvantaged pupil programs, guidance and counseling programs, transportation, capital outlay and debt service.

4. Financial Ability

To study equitable measures of relative financial abilities of local educational agencies to provide educational programs, support services and facilities, and to provide financial assistance based upon the wealth of the state as a whole and not the wealth of the local education agency.

5. Tax Support

To study the equity of the tax system with respect to a financial assistance plan.

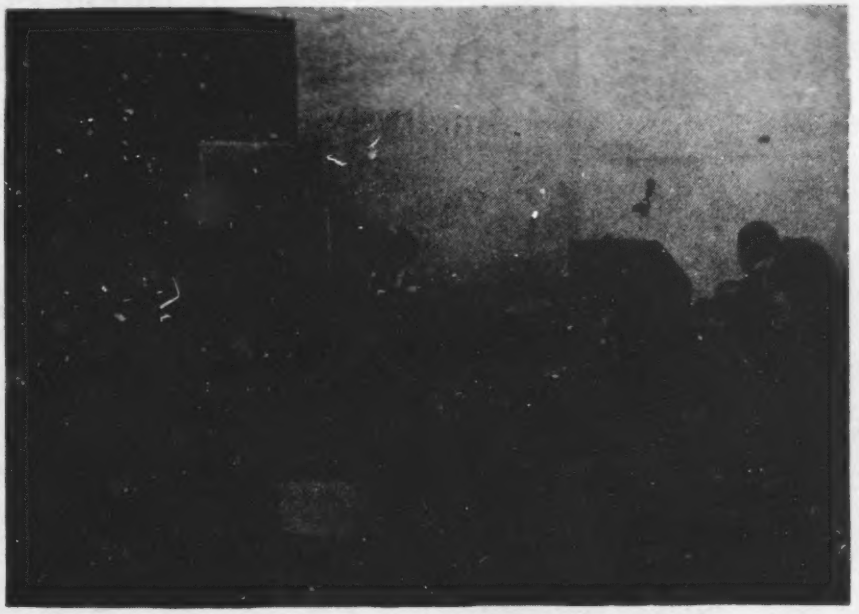
6. Educator-Citizen Attitudes

To study educator attitudes and citizen interest and participation in the educational decision-making process on the financial plan.

7. Organizational Efficiency

To study the effects of the school district size and organization with respect to the efficiency in the delivery of educational programs and other school services.

Following the completion of the study areas, a plan will be devised with recommendations intended to assure equal educational opportunities through a financial aid plan. These recommendations will be reviewed by the Department, by educators and by the public. Following the review process and approval, the plan will be submitted to the U.S. Office of Education.



..Seated at center of picture is Dr. Leland R. Tack, Director—State Equalization Project, State Department of Public Instruction.

The progress on the project to date has indicated a September 1978 completion time is still feasible. Since the difficult task of data gathering has been nearly completed, the much more interesting task of analysis and report writing has begun. Study areas with respect to organizational efficiency and educator attitudes toward the finance plan are presently nearing completion.

Iowa has previously undertaken steps to study equalization of educational opportunity and to improve the financial aid plan. Notably, the changes in Iowa's school aid laws since 1986 have reduced the expenditure disparities among school districts to a considerable extent. To what extent disparities have been reduced and to what extent opportunities have been equalized is not fully known, nor is it clear what the impact of changes in the future will bring. However, this project should help us answer these and other important questions.

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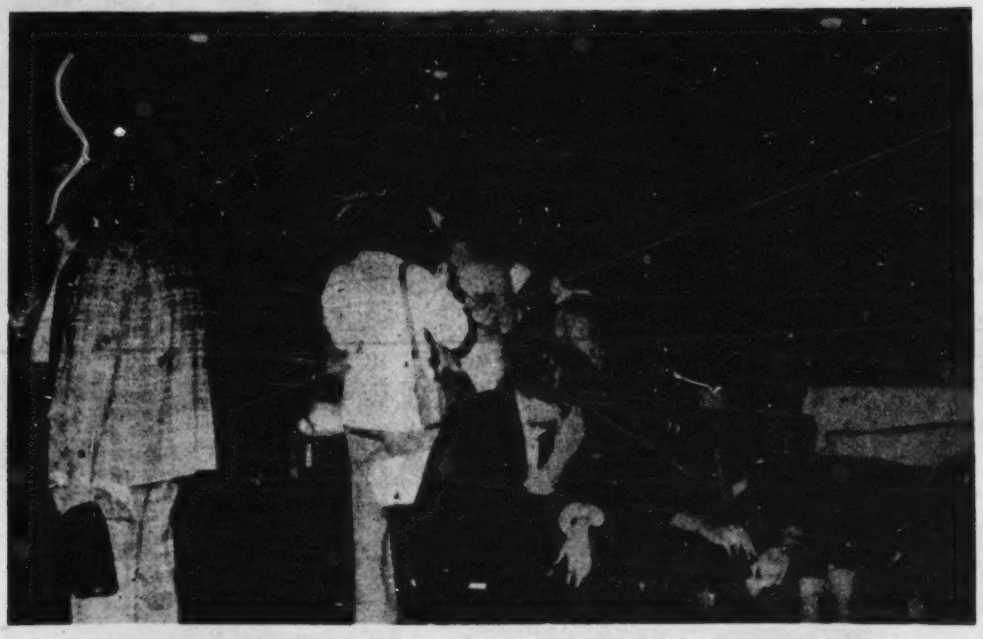
FRIENDSHIP HOUR - Thursday Evening



An informal hour was set aside for the registered convention attendees to mix and get better acquainted.

Chatting informally preceding Thursday evening's banquet festivities are: Mrs. Billie Ray, Governor Robert Ray, and aide, State Senator Ray Taylor and Joyce Losure, President of P.U.R.E.

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BANQUET - Thursday Evening

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Governor Ray Brings Greetings to PURE Convention

Governor Robert D. Ray

Dr. Jonathon Sher

During the banquet held Thursday evening, Iowa's Governor Robert D. Ray offered brief remarks.

After thanking P.U.R.E. for inviting him and his wife Billie to the dinner, he said that he was glad Billie could join him because he relied on her, as a former teacher, for advice on educational matters.

The governor told the 300 members in attendance that a convention such as P.U.R.E.'s was beneficial because "it is nice when people can get together, establish a dialogue and exchange ideas."

Moving into the main theme of his remarks, the governor told the audience that "I am proud that we lead this country in literacy," and that "Iowans like to excel."

But, he said, "being the highest in literacy isn't enough." He said that he wanted "education not only to teach children to read and write but how to live."

Governor Ray pointed out the appointment of Karen Goodenhower, a member of P.U.R.E., to the Department of Public Instruction. He said that those involved in the educational system are those that have children in it or will have children in it. "We believe that kids are better off where parents participate in the system," he said.

"To quote a few statistics" said the governor, "$185 million dollars was returned to local school systems by the state in the year before the present plan went into effect. This year $470 million was returned."

"There are distinct disadvantages to declining enrollment," said the governor. But one advantage has been an improvement in the teacher-pupil ratios. "We have about the same number of teachers now as in 1973," he said, "but the enrollment has dropped by 43,000."

The governor said that we "have to analyze and evaluate what we have, where we have it and to learn to utilize it to the best advantage.

"We don't want to lose the fundamental approach to education, where people know each other.

"But there are no simple answers to the problems we face in education. There are ways if we can communicate with each other.

"We believe that people are going to make the difference. With a healthy attitude and approach, we'll continue to have pride in our educational system."

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Education In Rural America: A Reassessment of Conventional Wisdom

Address by Dr. Jonathan Sher, Educational Director, National Rural Center, Washington, D.C.

Good evening. It's a pleasure to be here in Iowa once again. And it's a special pleasure to be among so many friends and fellow PURE members.

It's hard for me to convey what a rare opportunity it is for me to talk at a conference where the participants are both genuinely knowledgeable about RE and deeply committed to rural schools. The PURE membership is not a collection of starry-eyed urban folks with all sorts of romantic notions about what rural life and rural education are really like. I'm talking about the folks who may

Dr. Jonathan Sher

move to the country, but find it too hard to reconcile the visions of sugar plums dancing in their heads with the reality of mud and manure sloshing in their boots. They find that rural life can be hard and they soon head back to the cities and suburbs. Or as a bumper sticker in North Dakota neatly put it "40 degrees below keeps the riff-raff out"

Nor is the PURE membership a collection of the kinds of weary and jaded academics and administrators I often meet, who may possess a lot of information about rural schools but who either regard their work as "just another job", or who have stopped caring about whether rural schools survive and prosper or wither and die.

No, the PURE membership is neither of these two extremes. For the most part, you are people born, raised, and educated in small rural communities—people who freely chose to remain in rural areas—and people who, guided by your faith in the value of rural life, have chosen to fight for the preservation and improvement of rural schools. You know that life out in the country may be a bowl of cherries. But you also know that all the cherries come with pits.

As I said, I consider it a rare opportunity to be in such special company. But I also think that there is a lesson in the fact that this opportunity is so rare. The lesson here is that in our excitement and in our shared belief that the rejuvenation of rural education is at hand, we must never forget that we still live in an age and in a nation which possesses a deep-seated anti-rural prejudice. However, this anti-rural attitude is so widely shared in our society that we often don't even see it as prejudice.

The last time I was here in Iowa, I gave example after example of this prejudice—ranging from the confession made by an assistant to the U.S. Commission of Education that rural education was nowhere on the Commissioner's list of priorities, to the fact that the Iowa Dept. of Public Instruction found the money and desire to create an Urban Education Division, but still refuses to create a rural division within the DPI. I cited examples of anti-rural prejudice in the media, government and other institutions. And, I even mentioned the story I read in the newspaper about the trial of a Midwestern dentist. Perhaps you remember the story.

It seems that a dentist in Minneapolis was recently convicted of arson. Now arson is a pretty serious crime, and I guess the judge wanted him to understand just how serious it was for as his punishment, the judge sentenced this dentist to leave the city and set up his practice in a rural area.

There's been a lot of discussion in recent years about other prejudices like racism and sexism. But there is another one of these "isms" that must be brought to light and it's called **urbanism**. Put simply, urbanism is the belief that America's future rests solely on the fate of our large cities and suburbs. Once the nostalgia is stripped away, rural communities and small towns are thought of either as future urban areas or, at least, as places sorely in need of urban amenities. Thus, most people think it perfectly appropriate that urban issues monopolize the nation's agenda, that large cities and suburbs get the lion's share of public and private resources, and that assistance to rural areas usually includes an attempt to make them adopt urban solutions to their rural problems.

Though the importance of urban issues is unquestionable, the resulting neglect of small towns and countryside communities has meant that their long-standing problems have continued unabated and new difficulties have emerged unchecked. Yet, the most discouraging feature of the continuing discrimination against non-metropolitan areas is that it is so unthinking and automatic. No government official goes to work in the morning with the intention of harming America's rural citizens, but the crux of the problem is that no one needs to in order for harm to come to them.

Like all prejudices, this anti-rural attitude is born of ignorance. For example, when you say "rural education" to most state or federal education officials, there are three common reactions.

The first is to have the words repeated back in a tone of genuine astonishment. "**Rural Education**" they'll say, as if they had just been asked where the flying saucer outsider could land. We live in a country where more than 15 million children, that's one out of every three of the nation's students, go to school outside the cities and suburbs, yet to many of our leaders rural schools are often UEOs, that is, unidentified educational organizations. The problems facing rural schools are as serious as those facing any other set of schools. The real difference is that rural problems are not **taken seriously** by our educational pundits or political leaders.

The second common response I hear when I mention "rural education" is a very smug one. "Ahh, yes, rural education" they'll say in their most patronizing tones. And then they'll tell me that while **they personally** like those charming little country schools, they are convinced that the rural schools are so backward and so provincial

that we must, as one state department official told me, help bring them into the twentieth century.

Yet, when I go visit the urban and suburban schools these same officials highly praised as being up-to-date and progressive, I discover that they earned these accolades by running schools in which there is individualized instruction, multi-age grouping in which older children are helping younger ones, an emphasis on basics, using the community as a learning resource, and mainstreaming mildly handicapped children. And I say to myself, by golly, those are terrific ideas, but haven't I seen them used somewhere before. I tell you ladies and gentlemen that it is terribly ironic to see urban schools praised for adopting practices which the education profession has been trying to stamp out of rural schools for the past fifty years.

However, the third typical response I get by saying "rural education" to state and federal officials is the one that disturbs me the most. "Rural schools" they'll say in a tone which reveals the basic hostility they feel. Why do they feel hostile? Everyone has their own reasons I'm sure, but I'm also pretty sure it ends up boiling down to the fact that rural communities have been so persistent in their refusal to knuckle under to the two beliefs which education officials at the state and federal level hold near and dear to their hearts. These two beliefs form the core of rural education's conventional wisdom. They are:

First, the belief that bigger schools and bigger districts are inevitably better ones. Better economy—Better efficiency—Better education. You know the arguments.

Heavy emphasis was placed on demonstrating that these reforms would result in more economical and efficient schools in rural areas. Study after study was undertaken to show that the so-called "educational inputs" that is, (teacher credentials, course offerings, school facilities, available equipment, and specialized services) were all expanded and improved as a result of school and district consolidation. The inference was repeatedly made that these upgraded inputs would lead to greater success not only in college but in the student's adult lives as well. In short, leading educators (particularly at the state and national levels) argued that their studies and research on the technical aspects of consolidation proved that bigger schools and bigger school districts were inherently better ones.

Well, ladies and gentlemen, I'm here to tell you that they've proved no such thing. My colleagues and I have been studying this movement away from local control, away from community schools, and away from the fundamental principles of a rural education, and we discovered that their arguments were built on foundations of sand.

I would like to share part of the conclusions from our report with you today. This report, entitled **Economy, Efficiency and Equality—The Myths of Rural School and District Consolidation** stated that:

Given the enthusiasm with which consolidation was advocated, one would expect the evidence supporting this policy to be overwhelming. It is not. Most of the research not only fails to document the alleged benefits of consolidation, but also fails to acknowledge potential problems. With rare exceptions, this body of research is methodologically unsound, with almost every study open to criticisms severe and significant enough to make the findings extremely suspect. The conclusions are, at best, inconclusive, and, at worst, simply incorrect. In short there is no strong research base to support the assumptions and assertions of school and district consolidation advocates.

While the policy of rural school and district consolidation is not totally devoid of worth, its strengths have been greatly exaggerated, its weaknesses often ignored and its overall merits as a strategy for improving rural education grievously overstated and oversold.

Ironically, the rural school consolidation and reorganization movement has been opposed most vehemently by the groups on whom such reforms would have the greatest effect and supported most strongly by groups on whom the direct effects would be minimal. In this sense, rural school consolidation in the United States is a classic example of an externally imposed reform; that is, one which is done to communities rather than by them.

On the basis of current knowledge and understanding, five conclusions seem evident:

1. That "good" schools and "bad" schools (however defined) come in all sizes. Educational improvement and economic efficiency are the real challenges, and schools of every size could benefit from efforts in this direction. However, there is simply no basis for the belief that making a school (or district) bigger is likely to make it better.

2. After more than thirty years of experience with school and district consolidation, it is clear that consolidation has not lived up to the claims made by its supporters.

3. While some schools and districts can benefit economically or educationally by consolidating, such places are a distinct minority and are becoming increasingly rare. In most cases, it is far more sensible to devise creative ways of bringing resources to children rather than forcing children to go long distances for these resources. However, in all cases, consolidation should be a local decision not a state mandate.

4. Any decision about consolidation involves trade-offs. To some individuals, getting what big schools and districts can offer (e.g., more equipment, more specialists, etc.) are worth the costs (e.g., loss of a community institution, more transportation, reduced participation in school and extra-curricular activities, etc.) To other individuals, the benefits are not worth what must be given up to get them.

5. The decision to consolidate should not be made hastily or without careful consideration of its likely effects. Unlike most educational decisions (for example, the choice of textbooks) consolidation is almost irreversible. Once old schools have been closed, new ones built, and new buses and equipment purchased, it is very difficult to go back to the way things were, even if consolidation doesn't work out well.

The second conerstone of the conventional wisdom about rural education is the belief that the education profession, generally, and the state department of public instruction, in particular, should control the schools. Underlying this belief is the assumption that the professionals know what's best.

Well, ladies and gentlemen I'm also here to tell you that these professionals do not know what's best with any more precision than you or I do. Now I'm not saying that educational leaders and governmental officials are stupid. Far from it. But I am saying that there really are no secrets in the world of education, no magic formulas for success, and no body of information so specialized and technical as to be beyond the grasp

of so-called ordinary parents and taxpayers.

For obvious reasons, the profession doesn't want this fact to be too apparent, so for years now they developed a complex jargon which masks the simplicity of what's really being said. For example, the other day I read a report which described something called "a self-contained instructional attendance unit". Do you know what that is? Well folks, after reading a bit farther I figured out that that was the new jargon for a classroom.

In her speech today Faith Dunne talked about the susceptibility of educators to believing that there is one best system of education and their willingness to follow the latest national fads. Decades ago a few influential leaders started saying that bigger schools are better ones and the bulk of the profession, without much questioning, jumped on the bandwagon. Now things are starting to change and many educators, still without much questioning or careful thought are jumping off the bigger schools bandwagon.

Perhaps if leading educators and state and federal officials really did know what's best, a strong case could be made for state control of education. But I must confess that even though I've been trained as a professional educator, I've seen no evidence of this commanding knowledge. If anything, my experience has served to deepen my respect for and faith in people like you—intelligent and concerned parents and community leaders who love your children and care about your neighbors.

Thus, I find the argument for local control to be a compelling one. After all, these are your children, being educated in your community, with your money.

But remember, it is then also your responsibility to ensure that your children receive the best education possible.

My message tonight is that you can no longer wait for state and federal officials to provide the leadership in solving the problems faced by rural schools or in helping rural schools to reach their full potential—for there is abundant evidence that such leadership is not forthcoming. My warning is that if you, as responsible school board members, parents, educators and taxpayers fail to provide this leadership then you can be assured that rural schools will not improve and that rural communities will continue to decline, and that a strong rural way of life in this country will all but disappear. However, my hope is that you will not be discouraged by this challenge but rather that you will see it as a call to action and as an opportunity to fight for something you believe in.

Do you have a chance of winning the fight to improve rural schools and to ensure that rural children are provided with equal educational opportunities? Is there any reason for optimism? My answer to all of these questions is a resounding yes!

This assertion is based not on blind faith but rather on what I have witnessed as I've worked with rural communities all around the country these past few years.

I think of all the rural communities I've seen in which the citizens have used their energy, used their imaginations, and sacrificed much of their own resources to create schools any parent would be proud to claim as their own—and I know that we can succeed.

Where can we start this process of rural rejuvenation? Obviously, each of you will have to answer that question in the context of your own school districts. However, there are some things which you can do collectively and as a united group, if only you continue to make the effort.

There are some things I would urge you to fight for in the state legislature. These needed legislative changes are as follows:

1. Prevent the passage of any mandatory consolidation or reorganization legislation. Given current information, there is no compelling economic or educational justification for requiring all schools or districts of a certain type or size to consolidate. While it is conceivable that consolidation would be beneficial in some cases, it is even more likely that any blanket consolidation would end up including communities for whom such a reform is unnecessary, inappropriate, or even harmful. If local districts want to consolidate, then I say God bless them.

2. Eliminate the over regulation of local schools and districts by the state. States have a right and indeed an obligation to set standards (such as all high school graduates being able to read at certain level) but they are making a serious mistake when they try to dictate how these standards of student performance should be achieved.

And Alternatives to consolidation and reorganization should be encouraged and developed. Creating mobile libraries and labratories, developing school exchange programs, using advanced instructional technologies, and correspondence courses are all possibilities. In addition, a range of helpful services can be provided by regional units, to schools and districts desirous of remaining small.

Other alternatives include the establishment of a teacher corps system using special subject teachers, paraprofessionals, teaching assistants, and tutors to compensate for educational deficits in rural communities, or the establishment of voluntary collaboratives for special interest activities.

Over all, the voluntary sharing of resources among districts is almost always a better alternative than mandated consolidation.

And finally, at the federal level, you can lobby your senators and representatives to support the development of a rural initiative within the Education Division of HEW. Happily, for the first time in memory, there are high-ranking federal officials who have evidenced at least the beginnings of an interest in promoting rural education. For example, I was recently asked by Dr. Mary Berry, Asst. for Education within HEW to prepare a description of what a federal rural education initiative should include. I would like to share some of the highlights of this document with you. The federal initiative I proposed to Dr. Berry contains three major sets of activities.

These three major components are:

I. Reforming Existing Programs to Reflect Rural Needs. The goal here is to alter current programs and policies within HEW's Education Division so that rural communities are not discriminated against in the distribution of either formula-based or discretionary federal education funds. In order to accomplish this goal, every effort should be made to:

A. Re-examine all formula-based funding programs and revise any which discriminate against rural communities. Careful analysis of the distribution of federal education dollars must be made in order to ensure that elements of existing formulae are not unfairly limiting the allocation of federal funds to rural schools and school districts. Revisions which restore rural areas to a position of parity in the distribution of formula-based fed-

eral education dollars are essential.

B. Re-examine all criteria used to award competative grants and contracts and make the changes necessary to end the exclusion of rural applicants. At present, two related problems exist: first, rural communities usually lack both the manpower and the grantsmanship expertise to successfully compete for federal funds against sophisticated urban and suburban applicants; and second, funding criteria often has a distinct urban bias (e.g. some federal funds are available only to districts having more than 15,000 students). In combination, this means that rural districts often do not receive federal assistance even when their problems and needs are at least as acute as any in urban areas. Thus, at a minimum, there is a clear need to eliminate any funding criteria which discriminates against rural applicants.

C. Inaugurate across-the-board rural set-asides and competitions. The intent here should be to create special rural competitions within all existing OE, FIPSE and NIE programs. In other words, instead of placing small rural districts in the inequitable and slightly absurd position of competing with New York City, Chicago and other major cities for the same pool of resources, an appropriate portion of each federal education program should be set aside solely for competitions among rural districts.

D. Create a staff office for rural affairs within each federal education agency. In order to ensure an on-going federal effort in the area of rural education, each major education agency (i.e. ASE, NIE, OE, and NCES) should hire appropriately qualified individuals whose responsibilities would be to monitor on-going developments in rural education across the nation, to coordinate rural initiatives within each agency, and to serve as ombudsmen for the rural constituents of HEW's Education Division. Experience has shown that in the absence of designated rural advocate, rural interests tend to be disregarded or overlooked by these agencies.

II. Creating New Rural Programs. Any effort to create new rurally-oriented programs within HEW's Education Division must do more than simply inject new resources into rural communities. New money is vital, but the goal here must also be of one getting more assistance to rural schools and school districts, so that they will become better able to use whatever resources they possess (old or new) more efficiently and effectively. In order to realize these goals, every effort should be made to bring the following new programs into existence:

A. A federally funded—state-administered Rural Advisory Service. The overall mission of the RAS would be to deliver comprehensive technical assistance services (e.g. in curriculum development, teaching methods, evaluation, program development, planning, etc.) to rural schools and school districts within each state. At present, rural districts with problems rarely have ready access to sources of capable assistance, both because they cannot afford to purchase these services from the private sector and because state departments of education have historically been antagonistic to rural needs and interests.

B. Teacher training for rural service. Currently, there are only a handful of higher education institutions which offer training programs (or even courses) for teachers preparing for rural service. New programs must be created in order to create a corps of teachers who are adequately prepared for the unique challenges they will face in rural schools.

C. In-service education programs for rural teachers, administrators, and school board members. There is an overwhelming need to revitalize and upgrade the quality of the professional staffs and citizen leaders in rural school systems. On-going (preferably school-based) in-service training which is directed toward solving the unique problems encountered and realizing the full potential of small rural schools is a necessity in the process of rural reform.

D. Linking rural education and rural development activities. Rural schools have historically been the primary (and in some cases the only) formal institution serving the entire community. Yet, few attempts have been made to capitalize upon this fact and to utilize the school as a catalyst for broad rural community development efforts. Innovative strategies for improving this linkage should be tested and, if proven successful, replicated.

E. Rural resource cooperatives. The consolidation of rural schools and school districts has generally not proven to be a satisfactory solution to the economic, social, or educational problems of rural areas. Thus, support should be given to the creation of educational cooperatives through which rural schools and districts could share a pool of specialized human, material and technical resources without consolidating. Included here should be funds for the acquisition of specilized and-or high technology equipment which could help bring resources to isolated rural children rather than forcing them to go long distances to acquire these resources. In some states this would mean aiding existing sub-state regional educational service agencies, while in others it would involve helping to create these cooperatives.

F. Rural school construction and rennovation. Small rural school districts, are at a particular disadvantage in terms of their ability to generate capital for school construction or rennovation. Consequently, rural schools have often been forced into inappropriate consolidations or have deferred capital expenditures for such a long period that the need for new construction or rennovation is a pressing one.

III. Creating a National Research Initiative on Rural Education. The state of current knowledge and information on rural education is startlingly incomplete and inadequate. Researchers have avoided specifically rural educational research for years; the relevant research which does exist is seldom effectively disseminated to or utilized by rural school systems; and state and federal agencies (such as the National Center for Education Statistics) have been notably remiss in their collection, analysis and publication of basic statistical information on rural education. Thus, the goal here is to gain a more accurate understanding of what's really happening in our rural schools and, thereby, create a more effective program of federal assistance to rural education. In order to accomplish this goal, considerable attention must be directed toward: **Creating a National Center on Rural Education.** Such a center would focus on four sets of activities: conducting basic research on key rural issues (e.g. finance, organization and governance; curriculum; teaching methods and preparation; and evaluation); monitoring state-level rural education developments across the country; providing technical assistance to state legislatures, state boards and departments of education, state and national education organizations, and rural citizens' groups; such as PURE and serving as a resource

for state Rural Advisory Services in more effectively helping local rural schools.

Now I have no real way of knowing if any or all of these suggestions will actually be implemented by Congress or the Carter Administration. But, I hope that you agree that they are reforms worth fighting for. Your support can only help.

In conclusion, I would like to tell you how much I admire all of you and how impressed I continue to be with PURE. I am impressed because you have a dual focus in your organization which is as unusual as it is essential. You are working to both preserve and improve Iowa's rural schools. Preserve and improve. In my opinion you are absolutely right in believing that these two missions go hand in hand. After all, you cannot improve rural schools unless you preserve their existence. Yet you also know that preservation without improvement leads nowhere.

I urge you to keep the heat on, to keep the momentum going, to keep organizing and to keep growing. Whether or not you know it, you are becoming leaders in a movement which is developing not only across rural America but internationally as well. It's a movement away from anti-rural prejudice and toward rural pride—away from second-hand urban reforms and toward quality rural education.

It's a movement which says—Let's take stock of what rural schools have as well as what they lack; let's look at where rural schools succeed as well as where they fail and let's work together to find the solutions to our pressing rural problems.

Most rural schools do have the capacity to become excellent and effective community institutions. Realizing this potential is by no means an impossible endeavor. It requires only the combination of local leadership, outside support, a measure of creativity, and the will to provide rural children with the best education possible.

Rural school children here in Iowa and throughout the nation deserve nothing less than our very best efforts. So, let's keep PURE working to ensure that what they get is our very best.

Thank You

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Walter G. Turner, President--Rural-Regional Education Association and the Associate Director, American Association of School Administrators, brought greetings from the R-REA & AASA.

IASB Rural Education Study Committee "What We Have Learned"

By: Marica Miles

I have a confession to make. Prior to the first meeting of the Rural Education Study Committee, I was totally opposed to mandatory reorganization and I was strongly in favor of the small school district. I was curious to see if a two-year study of rural education would change my mind. After all, there are many people espousing reorganization - some better informed and more experienced than I. There were facts I had never heard. Maybe I'd be proven wrong.

I won't say I was completely wrong. But I have learned these past months that real problems exist in some rural Iowa school districts and I am more receptive to solutions. I do know that rural education is good. It serves the children of rural Iowa well.

My background and personal experiences have had a decided role in the forming of my opinions. They have evolved slowly through comparisons. Allow me to share some of this background with you.

I was born and raised in a suburb of Baltimore, Maryland and received my elementary and secondary education in a large county school system. The elementary school had students from the immediate area. There were 3 classes of approximately 30 children each at every grade level. The high school had students who were transported many miles from surrounding communities. When we left elementary school to attend the high school, our ranks swelled. There were 304 students in my graduating class 30 years ago.

I think I was well prepared for adulthood when I left high school but, rightly or wrongly, I attribute this more to the disciplined atmosphere of the times, which is more conducive to learning, than to the large school.

Now that I look back on it I realize that once graduated I never went back to the school. There was no reason to return. My memories of high school are fond, happy ones but it never occurred to me to attend the school's functions once I was no longer a student. My friends had been in my class and, because the school served other communities, I lost contact with some of my friends quickly. I was fortunate that the schools were located in my community.

Before my marriage I worked and lived in New York City and St. Louis. In 1957 my husband and I moved to Des Moines. It was the smallest town in which I had ever lived. I felt as if the Indians would attack at any minute! I adjusted and now I am an IOWAN - a proud convert. After more than 20 years in Iowa I am having the last laugh at the exense of relatives and friends in some of the largest cities in the United States.

I became so acclimated that after 15 years of living in the big city, which is how I now think of Des Moines, I was eager to live in the "country". We uprooted our children, bought an acreage in Booneville just west of Des Moines and became a part of the Van Meter Community School District - enrollment K-12 of about 400 students. Our official count last year was 390; this year it was 415. We hope it will be up again next year but we don't know if this will actually happen.

It was so easy to become involved in the community and the school. Without realizing it, our lives revolved around the school calendar. Not only were my children participating in activities too numerous to mention - or remember - I was attending plays, concerts, ball games, art shows. I still don't think the school is ever empty. There's always something going on. And you know, if a student in a small school district goes out for the team, he or she is usually on it. The staff, administration, and board of education know all of the students. Instruction in the classroom is more individualized. There's time for the teacher to help the students when classes are small. All of these things have a positive result for the students attending small rural schools.

The Rural Education Study Committee has spent many hours listening to and questioning legislators, Department of Public Instruction officials, and representatives from reorganized school districts, AEA's, Community Colleges, Universities, and satellite programs that serve many school districts. We have explored reorganization from all angles and we have explored local options to reorganization.

If a small rural school district is suffering from declining enrollment and is forced to reorganize with a neighboring school district also suffering from declining enrollment, the problem of declining enrollment is not solved for very long.

There are false economies in reorganization. Transportation costs rise to enormous heights. Students sometimes have to chose between activities because busses are used to return them to their home communities and all activities cease when the busses leave.

If communities agree to reorganize, we believe they should have the right to do so. We do not believe Iowa law should force school districts to merge. The children of Iowa are deserving of better than that. The committee does recognize that reorganization is sometimes the best solution. Although I hasten to add that this is rare.

The committee has heard a great deal of facts concerning declining enrollment and curriculum offerings.

Population trends are down. The birthrate has declined. This decline has a direct relationship to the ability of a school district to provide a good education.

Schools must offer those courses to its high school students which will provide a good education. Declining enrollment has made it virtually impossible for some schools to finance some of those courses.

In secondary education today, the belief is that students must be able to select courses that interest them and that will prepare them for their life's work. DPI believes that a school should have 100 students at every grade level to provide a wide-range of course

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offerings. For a school district to have the necessary funds to offer many courses, it must have the students and it must have the students to fill the classrooms of these courses.

The Rural Education Study Committee has recently divided on the concept of wide course offerings. With 18 members, it's not surprising that we would disagree somewhere along the line.

Some of the members think that schools are sacrificing some necessary education while encouraging the students to diversify.

Do students really know what they want to do when they graduate? Are we forcing them into a mold too soon? Are we teaching them what they need to know to be adults with some semblance of intelligence? Is it a waste for non-collegebound students to learn a foreign language? Or physics? Or chemistry? Those members asking these questions have some doubt as to the value of stressing wide-range curricula. It's only fair for me to tell you that this group is probably in a minority on the committee and that I am one of the minority group.

Some years ago, the state legislature froze school budgets and devised a formula to finance school districts. Unfortunately, the formula was based on enrollment and there was no buffer against declining enrollment. I suppose most of us were a bit shortsighted about the possibility of a decline; and the popular opinion seemed to be that if you didn't have the students, you didn't need the money. Those of us directly involved in the operation of school districts know that this is a false assumption. We continue to need this money to operate the school buildings, pay the personnel, and buy equipment - whether we have full classrooms or not. We do not have the dollars needed to provide a good education to our children when we experience an enrollment decline year after year.

School boards juggle need against need. Some of us practically follow moving vans down the highway hoping one will come our way. We count noses as if they were pure gold. Our interest in the new house being built in our district is not idle curiosity--we want to know how many children they have and how old they are. We start the school year with a head count and watch it go up, down, up, down - hoping we'll end up with the money we budgeted for the school year. It's really some game we play!

Let's face it! The financial formula must be changed. Small school districts know it. Large school districts know it. Let's hope the legislature knows it. We cannot depend upon enough students to generate the money needed for school budgets. When and if the change occurs it must benefit small school districts as much as large school districts and we must not lose what we already have.

Can we solve some of the problems caused by lack of funds and small classes? The Rural Education Study Committee has heard of some solutions. AEA's can provide some services that could help. Contact them. If there's a Community College in your area, seek their help.

Another solution is one word - Sharing. Remember when we were taught to share at age 3-4-5? Get together with your neighboring schools and share - share whatever you can. If you can't afford a foreign language teacher, share one. If you can't afford vocational facilities, find some schools to join in and work something out. You can share personnel, facilities, and students. School districts all over the state are involved in some degree of sharing. You can look at their programs and adapt the ideas to your own needs. There are problems with sharing but many schools have worked it out.

Use townspeople to help. Every town has talent not being used. Form Committees. Be creative. Work with your school's administration and board of education. Help solve the existing problems and work to influence legislation.

Above all, be proud of your small school. Know that the students in it are experiencing good things. Feel grateful if your school demands discipline. Start counting the times you see a 9th grader helping a 2nd grader. Be aware of the graduates who come to the school play and athletic contests. Count your drop-outs every year - if you have one every year!

The organizing of PURE last year was one of the most positive things to happen for rural education. You have served notice on Iowa. We want to maintain the integrity of our schools. We want to keep our rural schools.

It won't always be easy to do the necessary things to accomplish this but it is possible.

Thank you for your attention and I wish your school a long life.

Improving Education in Rural America: Past Efforts; Future Opportunities

By: Paul M. Nachtigal
Director, Rural Education Project--National Institute of Education, Ed. Commission of the States, Wheat Ridge, Colorado

The Education Commission of the States, an organization of governors, state legislators and educators concerned with educational policy has been funded by the National Institute of Education to conduct a two-year study of efforts to improve rural education. The study is a descriptive and analytic effort for the purpose of gaining a better understanding of what's happened as a result of past rural school improvement programs and the implications for both policy and practice of future activities. The major product is to be a book-length manuscript for a general audience of people interested in rural education and its improvement.

We are still in the initial stages of the grant so rather than reporting findings and suggesting future opportunities, I will share what in effect are some pieces of the frame which will give direction and structure to our study over the next two years. The three dimensions are (1) the major milestones in rural education improvement, (2) rural community settings and their importance to rural school improvement, and (3) approaches to educational problem solving in rural communities.

Milestones in Rural Education Improvement: Historically, efforts to improve rural educaiton tend to fall into four rather distinct but overlapping periods. The first generation of activity was in response to the rapid urbanization and industrialization of the

country which occured around the turn of the century. The hallmarks for education were uniformity and efficiency. Bigger was better, improved education would be realized if the organizational and management techniques of industry were applied to education. For rural schools this meant consolidation into larger units. Even one-roomed schools were exhorted to "get organized" by placing students in designated grade levels and separating subject matter into more and more specific content areas. Generation one of rural school improvement in David Tyack's words, creating "the-one-best-system" through consolidation and standardization was the only game in town for some fifty plus years. In fact this policy has only recently come under question by findings such as those of Jonathan Sher in "Economy, Efficiency and Equality: The Myths of Rural School and District Consolidation."

Generation two was triggered when the launching of Sputnik raised questions concerning the adequacy of American education. A host of innovations, i.e., curriculum reform, new staffing and scheduling patterns, were being promoted to remove perceived deficiencies. Dr. Frank Cyr of Columbia Teachers College and one of his doctoral students, Elbie Gann, then superintendent of schools in Aspen, Colorado, recognized the problems of implementing these reforms in small rural schools. Because of their size, their isolation and insulation from the urbanized main stream, rural schools had unique characteristics, both advantages and disadvantages, that required modifications of the "new innovations" if they were to be useful.

Both Cyr and Gann were successful in securing foundation funding for the Catskill Area Project in Small School Design in New York and the Rocky Mountain Area Project for Small High Schools in Colorado to test more suitable instructional processes and organizational arrangements for rural education. Multiple class teaching, small group instruction, use of filmed science courses, the sharing of specialized teachers, were instituted in an attempt to offer the same variety and quality of courses provided by larger schools.

The Colorado project served as a companion to a vigorous school consolidation effort and only those "necessarily existant" small schools could participate. Frank Cyr on the other hand was ahead of his time in suggesting that "small is beautiful", i.e., there are some inherent strengths and advantages in smallness that could benefit all schools. His voice, however, was overshadowed by James Coant and others promoting the comprehensive high school as the answer to the country's educational needs. the magic size for providing quality education was 100 students in a graduating class, not that big a school system by today's standards, however, his study gave impetus to the bigger is better mind set. Although generation two raised questions about the one best system and its appropriateness for rural education, spawning a series of small school improvement efforts+, it barely made a ripple in the urbanization-consolidation policies of American public education.

Generation three of small school improvement, the Great Society programs of the sixties, emerged in response to the civil rights movement and the recognition that schools generally, urban-suburban as well as rural, were not doing justice to the poor, the racially different, who for all kinds of reasons were excluded from the main stream of society. The influx of federal dollars added Title I, Title III, Headstart to rural education's attempt to improve the schools. And as in generation two there was the recognition, although a bit belated, that rural schools were sufficiently different from their urban and suburban counterparts to require special attention prompting the Office of Education to initiate the Urban-Rural Program (fourteen urban and twelve rural sites participated in an attempt to get more community involvement in the governance of their schools) and the Experimental Schools Program (later transferred to NIE) enabling ten communities to pursue comprehensive plans for school reform.

The questions raised in generation two about the appropriateness of the "one-best-system" for small rural schools, were broadened in generation three to include concerns for those who are culturally and racially different. These doubts are now spreading to a larger segment of the population as the various recognized indices of educational quality continue to decline. In spite of large investments by foundations and federal agencies, there is little evidence that we have found the necessary ingredients to significantly improve the operation and productiveness of our educational institutions, be they large or small.

One lesson which seems to be emerging is that it takes more than outside money and tightly written guidelines to improve education. Substantive change is dependent upon the capacity to deliver at the local level both within the school and the larger community. Cultivating more effective-insightful community leadership, along with educators who can move beyond the constraints of traditional educational practice are needed if rural communities are to provide an education for their youth which will allow them to exercise the options of either moving to urban centers or remaining in viable rural communities. This brings us to generation four of efforts to improve rural education.

The desirability of slowing down the centralization trends while developing the

Mr. Paul Nachtigal

+Other small school projects included the Texas Small Schools Project; Upper Midwest Small Schools Project; Western States Small Schools Project; Oregon Small Schools Project; Southern Rural Education Improvement Program.

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energy and ability to respond to community problems at the local level characterize the new stance toward rural education improvements. Representative programs based on this new set of assumptions include (1) the Ford Foundation financed Leadership Development Program which through a program of fellowships helped identify and develop community and educational leadership in rural communities; (2) the Northwest Educational Laboratory's Rural Educatin Project which developed ways of broadening community participation in educational problem solving and (3) your own efforts here in Iowa of People United for Rural Education.

There are then some signs that we may be coming full circle in our views of how to improve schools. Education decision making, once very much a part of and controlled by local communities, has evolved to a point where controlling educational decisions are made centrally. Now we are at least giving consideration to the notion that the quality of educational decisions might be improved if they were to be made closer to the scene of the action, the classroom.

I am not naive enough to believe that the steam roller trends of urbanization, centralization, standardization and consolidation will be easily influenced. The urbanization head-of-steam has had close to one hundred years to build up. It will not be changed easily or very soon.

I will touch only briefly on the other two pieces of the frame guiding our studying of rural education improvement even though they are of equal if not more significant importance.

Importance of Community Settings: Our second area of concern is the rural community setting within which education operates. Although rural communities tend to be characterized by greater homogenity than their urban and suburban counterparts, they do differ from each other in significant ways. The socio-economic, political, racial, cultural, geographical, religious and ethical characteristics of middle America are very much different than their counterparts in the rural South, the back hollows of Appalachia or the mountain communities of the Rocky Mountain West.

A more nebulous kind of difference but equally important is, for lack of a better term the psychological tone of the community. Is it gradually dying and content with that state; is it deliberately attempting to preserve a unique rural life style; is there general agreement within the community about the psychological tone or are there significant differences in opinions about where the community ought to be going?

Attempts to improve rural education without considering the reality of these

differences in community setting are sure to be less than satisfactory.

Defining Problems and Solutions for Rural Education Improvement:

The third piece of the frame which we want to look at is the different ways in which the problems of rural education get defined and the kinds of strategies which get initiated to solve those problems. Because of time limitations I will present only a few examples.

Perhaps the most common problem definition is that of limited educational opportunities in rural schools. If only more courses could be offered or programs developed to serve a wider range of students' interests and abilities, rural education would be improved. The Western States Small Schools Project of the 60's, the federally funded Experimental Schools Program, regional service agencies were initiated with this set of assumptions in mind.

A second way of defining the problem of rural education focuses on the preparation of teachers and other school personnel. If rural educators were prepared to use those instructional approaches suitable for rural schools and knew more about the local rural culture, better education would result. The rural Teacher Corps projects, teachers centers, preservice and inservice education activities for teachers of rural areas are a response to this problem definition.

A third way which the problems of rural education have been defined is in terms of power inequity. Rural schools are controlled by a small elite group in the community or too many educational decisions are made by the state education agency. If minority groups were in control or at least properly represented or if we could just get local control of our schools, improved education would result.

The Urban-Rural program of USOE and your own efforts of PURE are examples of a response to this problem.

There are other problem definitions which are concerned with insufficient funding, lack of problem solving skills in the community, lack of cultural opportunities. Within this three-dimensional framework, 10 or 12 project-community sites will be selected for study, seeking to get representative examples from (1) the last three generations of the historical dimension, (we will not be duplicating the efforts of Sher and his school consolidation study); (2) a wide range of community settings, i.e., the rural South. Appalachia, Middle America, the Northwest, migrant and Native American communities; (3) different problem definitions.

Again, I would like to emphasize that this is not an evaluation or comparative study but one of description and analysis. We want to gain better insights into the conditions, the elements which support-encourage school improvement in different kinds of rural community settings.

There is obviously a growing disenchantment with urbanization. More and more people are looking to rural America for a more satisfying life style. The challenges and opportunities for a rural education will be many. We hope this study will contribute to meeting those challenges.

FRIDAY CONCURRENT SESSIONS

"What's Happening in Iowa's Small Schools: Ideas in Action"

SESSION I: "Program Development Through Needs Assessment: A Small School With Big Ideas"

Introduction
Dr. James D. Jess, Superintendent

On the panel this morning are five of my staff members at CAL. Colette Wiarda, our Pre Kindergarten Teacher who changed her name over the holidays. Beverly Plagge, our Multicategorical Resource Teacher and Jr. High Girls' Basketball Coach. Mick West, CAL's Academic Resource Enrichment Teacher who had the honor of being invited to President Carter's inauguration last year and brought back an interesting firsthand report to his students. Helen Foss, our Senior High English Teacher who we are reluctantly allowing to retire after 16 years of service to the district. The reason she gives us, is that she wants to become a full time grandmother. And last, Lee Wise, our Elementary-Middle School Principal, who will be completing his doctorate at the University of Iowa this summer. Our session hostess is Jane Barkema, one of our school's faithful parent volunteers.

CAL is looked on by many Iowa educators with envy when they see that our district is Iowa's second highest in per pupil cost and the highest in valuation per pupil. But, those of us associated with the school realize the problems that these two statistics have caused our district. Iowa's present system of funding has not done us any favors because first, we are not able to tap our resources; and second, legislators do not look upon us sympathetically, because of our property wealth and high per pupil expenditure.

Our dilemma is this: due to state controlled spending limits, our actual total expenditures for our K-12 regular programing (excluding special ed. and AEA pass thru funds) has increased by only 9.4 percent since 1971-72. That is an average of 1½ percent per year. Our controlled budget from 1971-72 to 1977-78 has only increased 5 percent, which is less than ¾ of 1 percent per year. This has happened because our per pupil spending level was not allowed to increase from 1972-73 thru 1974-75 and we have experienced a 23 percent decline in budget enrollment since 1971.

In the spring of 1975 our district did an extensive Public Attitude Survey and Needs Assessment to find out where we were at and where we wanted to go. Questionnaires were mailed to all patrons in the district and 78 percent of the parents returned them. Of those responding, 82 percent said finance was our biggest problem and 88 percent said they would vote for an increase in local taxes to maintain the level of programming that we had. In the fall of 1975, 87 percent of those voting approved the first local enrichment tax in Iowa. In that same survey, 96 percent did not think a school with a K-12 enrollment between 275-300 was too small and that same percentage didn't want us to pursue further reorganization. Ninety-eight percent said they liked their children in small classes and 75 percent felt that their children were getting an above average to excellent education at CAL. Ninety-eight percent felt it was average to excellent. Three areas from the PDK Needs Assessment indicated that we needed to do some improving in the areas of:

1. Developing student desire for learning now and in the future
2. Developing student pride in their work and feelings of self worth, and
3. Teaching students how to use their leisure time.

To accomplish this task, steps were taken to develop a personalized education program that is tailored to meet the individual needs of each of our students. That is our small school's big idea. The film you are about to see along with additional information provided from the panelist will tell you what we are doing to carry out that idea.

Pre-Kindergarten Program

By: Collette Wiarda-Teacher

The CAL Pre-kindergarten program is one of many ways CAL is meeting individual needs. It is vital to find the special needs of children at the early ages of 3 and 4. This gives professionals and parents a chance to enhance special talents and to help to identify any problem areas and help in their correction.

Our program is set up for all 3 and 4 year old children in our school district. Because of our very nominal fee--which can be adjusted to anyone's income if needed--we have children from all social and economical levels.

The early detection of special needs is very beneficial to both the children and the parents. Many times parents are aware of special needs but do not know where to go for help. We serve the community as an educational resource directive service. Our support personnel consists of a school nurse, a psychologist, a physical therapist, the school social worker, a clinical language and speech therapist, and a learning disabilities instructor.

Living in a rural area, it is very difficult for a child to gain adequate social development.

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Pre-Kindergarten allows for the much needed social interaction. I feel it often takes some children up to one year just to get use to interacting with others and to adjust to group situations. I feel this is one of the most important needs of many of the children in our pre-kindergarten class.

We feel the children receive many advantages from our pre-kindergarten program. The kindergarten teacher at CAL says she definitely feels the children are performing better in kindergarten due to their pre-kindergarten experiences. Two of the major differences she notices are their ability to follow directions and their lengthened attention spans. She has also been able to expand her reading program since our pre-kindergarten was started.

She feels the children are just in general better prepared for school. Joe is one student she felt pre-kindergarten was practically a necessity for. Presently he is attending a trainable special education class. Before attending this school he attended one year in kindergarten and three years in pre-kindergarten. Pre-kindergarten helped him to learn a school routine, it gave him the much needed social interactions and it helped him to become aware of himself emotionally. Without his pre-kindergarten experience he would have been much more disruptive in the kindergarten class. Having the previous school experience he could cope with the experience of kindergarten and the teacher with the help of an aide helped Joe to receive a fairly normal kindergarten experience.

Our parents are active in our program. We feel it is definitely to the child's benefit to have well-informed and involved parents. Each year the Parent Advisory Board for the pre-kindergarten sponsors a very unique parent workshop. On the wall is a poster we place in all the surrounding towns. Also in your packet is a green book which tells more details of our pre-kindergarten program. Included also is a registration form for anyone who would like to attend our workshop; and a program of the workshop giving more information on the topics covered. Last year we had 60 parents--both mothers and fathers--attend. We received very postive evaluations including comments such as:

we wish the sessions were longer
wish we could see every speaker
would like to see two workshops per year

The success of the workshop shows the involvement parents will assume when given the opportunity.

The parents of our pre-kindergarten children are the true critics of the program. At the end of each year we survey each parent to find out if their child's needs were fulfilled through our program. The responses we've received were definitely in positive support of the program. 58 percent of the parents rated program as excellent, 38 percent rated the program above average and 4 percent rated the program as being average. No one rated the program as being below average or poor. We feel this speaks for itself.

Multi-Categorical Resource Program

By: Beverly Plagge, Resource Teacher

Every child is unique; an individual with his own personal set of problems and proficiencies. No two learn in the same way or have the same strengths and weaknesses. But, there is one thing in common: the ability and need to learn.

A Resource Room is a special place for special students. It is a place where pressure to be like everyone else is relaxed; where the students receive emergency aid for their learning problems.

Children who exhibit some learning difficulties go through a series of tests which are evaluated at staffing meetings. People who may be involved in the staffing decisions are the classroom teacher, resource teacher, principal, psychologist, social worker, special education consultants, and most important--the parents. Here it is decided if the student has a learning disability, his strengths, his weaknesses, his interests, and a program of learning is set up especially for that student.

I would like to give you some examples of different learning programs. I do want to re-emphasize though that there is not one learning disability characteristic, there are many traits, and no two students are alike.

John has a visual perception problem. He sees d's as b's, can't find his left shoe for his left foot, cannot copy words from the blackboard, or find two words that are written the same. We use a series of activities so he can understand what he sees. Some of these are eye movement training exercises, pegboard patterns, puzzles, sorting exercises, and others to help him use his hands and eyes together.

Another student, Sue, can hear sounds, but has trouble hearing differences in sounds. She may hear m's and n's as the same sound and naturally this will cause problems when he tries to read. We play games that involve repeating words or sounds. We listen to sounds while blindfolded and figure out what they are. Also we listen for directions although there are other noises in the background.

Bobby has a different problem. He frequently does poorly on his math papers. His numbers are often reversed on his paper--42 becomes 24, addition problems are done from left to right, those facts up to 18 just don't stick, and he gives up easily. Bobby's attention is now focused on one problem at a time, the problems are usually copied for him, and a mark is made on his right hand to remind him where to start. Drill is used, with a variety of machines and incentive programs, to learn those facts.

Another problem worked with in the resource room program is Tom. He has difficulty with muscular coordination. He walks very clumsy, and is poor at any physical activity where he has to use his large and small muscles. We practice crawling, hopping, skipping, walking on a line, pushing and pulling. We also do many rhythmic exercises and posture drills.

The handbook you have in your folder I wrote basically for those people who consider an effective resource room program vital if schools are to help children with learning problems achieve their full potential. Included areas in my handbook are: the definition of L.D. by the Iowa law, guidelines and suggestions for setting up and operating a resource room program, and role descriptions for those people involved with children with learning problems.

I hope my talk and my handbook will bring you some insight into a resource room program and maybe you too can help those children who need something extra to develop their ability to learn.

Project CARE

By: Mick West-Teacher

CARE is an acronym for CAL Academic Resource Enrichment.

Our school is committed to meeting the individual needs of our students. With the guidance and support of Dr. Jess and the concern of several parents, a program for CAL's gifted students was established this year.

I would like to mention that the words "gifted" and "talented" were not used in naming our program. We felt that too many people would associate gifted and talented education with the creation of an elitist group in our school.

At the present time, we have identified 12 students in grades five through eight for Project CARE. Our school is on a six-day cycle and we meet one 45 minute period three

days out of six.

We have multi-age groupings in a seminar setting on designated days, but much of our class activity deals with the individual student and his-her interests. We often decide on a mini-course tailored to student interests and needs.

The academic areas of language arts, science, math, and social studies are the core of our enrichment program. We also work on productive thinking, decision making, communication, planning, and forecasting skills.

My students are provided with a variety of instructional techniques. We make use of various media, resource people, field trips, and the Iowa Artists-in-the-School program.

To give you an idea of the type of approach one of my students used, I have brought one of his projects to share with you. The student I'm referring to is Randy Erickson. Randy is a talented eighth grader who's especially interested in social studies. Randy chose to research and construct a project that depicts the life of James Monroe, a President he knew very little of. To complete his project, Randy followed a process which involved the skills I stress so much with these students--productive thinking, decision making, planning, forecasting, and communication. At the close of this session I invite you to take a closer look at Randy's project.

I've been very pleased with the postive reaction of CARE students and parents. They express satisfaction in being able to pursue an area of interest beyond the regular classroom. I work closely with other classroom teachers to pinpoint students' interests and whenever possible, to tie these interests into the regular classroom for all students to share and benefit from.

Project CARE is totally funded by the CAL Community School District. The approximate cost to begin the program was $1,000. This included the cost of my training plus program materials.

You'll find a brochure about CARE in your packet of materials. This brochure will give the philosophy and goals of our program. One of the most important goals of our program is to provide learning alternatives which are appropriately styled to encourage individual growth at varying levels of abilities, interests, and needs.

I'll be very happy to answer any questions you might have concerning Project CARE. Thank you.

Mass Media and Secondary Reading Programs

By: Helen Foss-Teacher

Of all the subjects I teach, the ones I like best are Mass Media, Collegebound Composition, and Reading.

During the years of the big push for elective courses, we decided to offer Mass Media as a semester of English credit, available to any tenth, eleventh, or twelfth grade student. This course combines fun with learning. What do we do that's fun? We shoot pictures, not people. If the boy or girl isn't athletically inclined or can't sing in tune, or is too shy to get involved, here is a chance for him to take a camera and create. Later, he joins a group to plan a story-board for a film. He also works both individually and with a group to video tape a half-hour show. What happens to this boy? He literally blossoms because he has worked at something and it has turned out right. His classmates admire his pictures, and his whole world has changed. He even volunteers to help others. It isn't always the shy boy who elects Mass Media; the film you just saw involved some varsity football and basketball players who did the filming and the editing. We plan for individual differences through assignments. The senior student is more mature; therefore, he is given more challenging picture assignments. The sophomore student still needs direction, and appropriate picture assignments are given to him. We use the Media Now program, a series of learning packages, purchased four years ago at $500.00. Our program is maintained now by a grant from the Iowa Arts Council.

Of course, we are all concerned about the declining scores on ITED and ACT tests. Our secondary reading program was initiated two years ago. After pursuing many programs, we decided that the Psycho-technique Reading Program met our particular needs. The areas in which we wanted to improve pupil growth were vocabulary, rate (words per minute) and comprehension. The program is individualized; it offers substantial growth for each student. For the auditory learner, the Radio Reading series gets him off to a good start. For the student who comes into the program reading 600 words per minute, the shadowscope provides the means for the student, working individually to reach 800 words per minute with 80 percent or better comprehension. All freshmen are required to take the course for a nine-week period. The results so far have been favorable. We believe that this growth will continue to rise. Title 4 provided $1,500.00 and another $1,000.00 was supplemented by the school district.

This year we felt a need for a sequential spelling program K-12. At the secondary level, the students have responded well to the program. Developed by Dr. Brad Loomer at the University of Iowa, the program involves weekly spelling tests comprising of an initial spelling test, given without study, and a final spelling test, given after study. Results of this program will be evaluated during the coming months.

Voluntary Interaction Parent Service

By: Leland Wise-
Elementary-Middle School Principal

VIPS is the acronym for our parent volunteer program at CAL Community School. It is a program that strives to involve the adult members of our school district in the educational program(s) at CAL through the utilization of their many and varied talents and abilities. There are many people in a community who have invaluable ideas, skills, or experiences that are just waiting to be tapped. This is what has been happening at CAL since VIPS was created in September of 1976.

The Types of activities and duties performed by the parents at CAL are countless. They range from creating a bulletin board theme and layout to filing and recording materials for teachers at different grade levels. Being a parent volunteer depends upon two basic concepts: (1) the parent is interested in a new and rewarding experience; and (2) the teachers are willing to do the extra planning that is required for a successful volunteer program.

At the present time there are twelve VIPS working at CAL. These parents attended an orientation session on what is involved in the VIPS program and the rationale behind the inception of it. After this meeting the parents who were willing and able to participate met with various teachers to decide in what capacity(ies) each would be working during the school year.

HELPING EARLY LEARNING PROGRESS BY EXPANDING RESOURCES IN SCHOOL

Project HELPERS is a program designed to provide the additional personnel that is necessary in offering a quality educational program to our children. It also provides a number of job opportunities for the citizens of our school district who are able to meet the program's requirements for employment.

At the present time there are eight

individuals who are employed in the program. Their duties include: working with pre-kindergarten children; assisting teachers as aides; working with children in the physical education program; and assisting both the elementary and secondary library programs.

The program has offered our teachers and children the time and opportunities that are vital to a growing and expanding group of learning experiences in an educational setting. It is a project that offers the unique satisfactions of both gaining employment and providing the children of our community with the "extras" that help to make a quality educational program. We feel that it is a very necessary part in our expanding the types of activities that we would like our students to experience in school.

SESSION II: Providing Programs for the Gifted/Talented Student

By: Paulette Lovell

During the spring of 1976, New Hartford teachers and AEA-7 personnel met to determine a philosophy regarding the education of our school's academically gifted students. Because the unique needs of these children are frequently not adequately met in the classroom, we agreed that some systematic educational provisions were essential.

At this point, it was necessary that we evaluate our present programs in order to ascertain our assets and liabilities so that we could maximize the benefit of our resources in the design of our plan. Through this procedure, our options were clarified and potential prototypes began to evolve.

Based upon tested models, Quest (our program), represents an eclectic approach focused on the particular needs of our academically gifted students and the resources available to our district.

We selected the Renzulli Enrichment Triad for a philosophical model. This choice reflected a viable solution to our staff, space, and financial restrictions, yet afforded the type of experiences we wished to provide.

Ms. Paulette Lovell
Teacher
New Hartford Comm. School
New Hartford, Iowa
K-12 Enrollment - 458

Briefly, the Renzulli Enrichment Triad contains the following three components.

A. Type I activities: Exploring activities will include exposure to many (varied) experiences to help students define their own interest areas and enlighten perception of their unique learning styles.

B. Type II activities: These include any group processes dealing with thinking and-or feeling.

C. Type III activities: The student becomes an investigator of a real problem or topic using appropriate methods of inquiry. He formulates the problem and method of study in an area of sincere interest to himself.

With philosophical guidelines established, we progressed to the logistics of implementing such a program. Our physical setting of open space allowed us an area for working. Through the cooperation of staff members, a schedule was devised whereby one teacher could be freed three afternoons a week to assume the duties of Quest's coordinator.

The coordinator performs such duties as:

1. maintaining regular communication, verbal and-or written with parents and teachers of participant
2. meeting with parents of each new participant to explain the program
3. submitting a semi-annual program report to the board of education
4. obtaining and updating a list of community resources people for development of mentorship roles
5. attending inservice meeting and conferences to maintain an updated awareness of education of gifted students
6. developing identification criteria
7. identification of the target population
8. continued evaluation and assessment of students for purposes of identification
9. planning and implementing teaching and learning strategies
10. devising and employing evaluation techniques

For identification purposes, our criteria are 130 IQ on the CTMM, two grade levels above on the ITBS and teacher nominations. If we wish a retest of the IQ, our counselor administers the Slasson. These test scores are by no means absolute determiners. Final selection of participants is dependent upon agreement by a team of teachers. Their decisions reflect considerations such as ability, performance, need for special programming, potential, deterrents and readiness.

When it has been determined that a child meets the necessary criteria, his parents are invited to a conference where the program is explained and the groundwork for further communication is established.

At this time, the program is explained to the student. He is told both what Quest is about and why he can participate.

Programming is individualized according to the guidelines of our philosophy. The student selects a topic and with the resource teacher, describes his goals and how he plans to achieve them.

The self-awareness-thinking processes component is endeavored not only during individual sessions but through group interaction as well. A humanistic approach is employed, where an atmosphere of trust is created so that sincere efforts can be recognized with a minimum of threat.

Evaluation mechanisms have been developed to measure both student progress and progress of the program itself.

The evolution of this plan has been a quest in itself. Through the very procedures we set as guidelines for our pupils, we explored, made ourselves aware, used thinking processes and applied our learning to a meaningful product. The process of meticulous planning proved to be a tremendous advantage when we at last implemented our ideas.

Should the reader have an interest in the establishment of such a program, we would be happy to share, in greater detail, what we have learned through our Quest.

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Searchers and Seekers:

A Program for Academically Gifted and Talented Elementary Students

By: Maxine Fischer

The Meservey-Thornton Elementary School has a K-6 enrollment of 108 students. A district wide needs assessment indicated that our school should be doing more for its academically gifted and talented students. The administration began looking at ways to satisfy that particular need and the Board of Education supported a pilot program of academic enrichment. I was hired in March 1977 through a special grant to the school by the Office of Planning and Programming to develop a program and work as a resource teacher for the academically gifted and talented students in the elementary grades.

During the remainder of the 1976-77 school year, our elementary principal, Mrs. Jan Jess, and I attended several workshops and meetings, as well as making on site visitations to examine various program options and learning processes. It was decided that our school would implement a quality differentiated program in selected academic areas for students in grades 3-6.

Inservice programs were conducted for teachers in order to create a greater awareness of gifted-talented students, their identifiable characteristics, and their need for special instruction. We included the movie **Children of Promise** and the simulation **Identification of the Gifted and Talented** by John Radar. Identification procedures were discussed and the teachers were given screening check lists in each subject as well as general academic ability and traits of gifted children.

The children were given a questionnaire to fill out that was used for peer nomination.

All of the children in grades K-6 were given the Lorge Thorndike group intelligence test. The results of this along with the scores of the Iowa Basic Skills, teacher nomination, peer nomination, present reading level and past performance were charted.

A cut off of 120 was used in the group I.Q. test. The student was required to have at least a 75 percentile score in the Basic Skills Tests.

Final decision was made by the principal and teachers to decide if the pupil would be a good candidate for the program.

After choosing a child, a conference was scheduled with the parent and child to explain the enrichment program to them. The parents were given a questionnaire about the child to fill out and return to school. They also were given lists of ways they could help their child at home.

Our program provides additional enrichment activities for the child in his-her strongest area of achievement and interest. They leave their regular classrooms to come to a resource room two periods a week to work on an individualized basis. A group meeting is held on thinking skills or some group project.

Fourteen students are presently being served in the program, but the process of identification is continual. We started the program with nine pupils last fall and have since added the other five.

Six of the students are working in the mathematics area, three in language arts, two in science, and three in social studies.

In math, puzzles, magic squares, lattices as well as more complex problems are used. He is allowed to master concepts that are within his range of comprehension.

The language arts students spend most of their time with creative writing. We have been using the film series "Creative Writing" from our area education agency lending library using the "Junior Great Books" to develop interpretive reading skills and improve comprehension. The "Writing Bug" is used to improve the skills of describing, explaining and story telling.

In social studies and science a great deal of time has been spent with study skills. Learning how to learn is important to all students, but especially the gifted.

Ms. Maxine Fischer
Teacher
Meservey-Thornton Comm. School
Thornton, Iowa
K-12 Enrollment - 262

SESSION III: 'Sharing Professional Resources and Facilities: Advantages and Disadvantages"

A CO-OPERATIVE FOREIGN LANGUAGE PROGRAM

By: Darrell G. DeBoom

During the early spring of 1974 at a meeting of the Buena Vista County local school superintendnts, the question discussed was how could schools band together to overcome the problems in foreign language instruction. Dr. Carl H. Larson, Assistant Superintendent, Curriculum and Instruction, at Iowa Centrol Community College, proposed that the schools investigate the Variable Entry Audio-Tutorial Project in Spanish that was in operation at Iowa Central Community College. The superintendents agreed to pursue the problem by developing a planning grant under title III ESEA. The proposal was subsequently developed by Dr. Carl H. Larson as a planning grant. The grant was funded for the 1974-75 year for the six schools with Newell Community School being the Local Education Agency (LEA).

The overall goal for the project was to develop and implement a cost effective method of providing foreign language instruction in small high schools. / The program was implemented in six schools the first year (1974-75) and 15 schools the second and third years (1975-76 and 1976-77). Student enrollment in the program was 42, 185 and 215 during the three years of operation. Spanish was offered the first year. French and German were also offered the second and third years.

The primary elements in the instructional program were the learning materials and the organization for the teaching. The learning materials consisted of packets of audio tapes and printed materials designed to be largely

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self instructional and designed in such a way that each student could proceed through the materials independently at his-her own rate. The instructional organization was quite unique in that it involved qualified foreign language teachers (called master teachers) traveling from school to school and meeting with each class of students just every other day. On the alternate days students met and studied independently while supervised by a teacher from their own school who was not a qualified foreign language instructor (called a shadow teacher). Thus the qualified foreign language teachers were each shared by a number of schools. These "master teachers" were shared by from five to seven schools. Schools offering two or three different foreign languages shared two or three master teachers.

With one exception, the schools involved in the project were very small with high school enrollments from 56 to 285. The one exception had a high school enrollment of 661. Thus, in general, the participating schools were of such a size as to have difficulty, through traditional instructional methods, in providing an effective foreign language program at reasonable cost.

The learning materials consisted of from 40 to 60 packets for each language. Each learning package consists of a student text similar to a workbook, listening tape or tapes, a cultural workbook, and the material

Mr. Darrell DeBoom
Superintendent
Fonda Community School
Fonda, Iowa

designed for writing and speaking competencies. Other learning activities included games, newspaper production, club activities and field trips.

The students did progress through the learning materials at differing rates as was intended. In each level of each language, the fastest student completed about twice as many learning packets as the slowest student. Before a student was certified as successfully completing a learning packet, he-she had to score at least 80 percent on a test over that packet. Thus it was assured that students mastered each packet before proceeding to the next. About one time out of four the student failed the first attempt at the mastery test.

It is expected that an average student can attain this level of mastery of subject matter and complete a minimum number of learning modules and reinforcement materials easily within one school year. It is very possible that above average students can proceed one-half way through Level II within the year of study, thereby, achieving a year and one-half of foreign language credit within one school year.

The program is structured around five basic content or competency areas:

(1) Culture Content
(2) Speaking Competency
(3) Listening Competency
(4) Writing Competency
(5) Reading Competency

Using the Variable Entry Audio-Tutorial method of teaching, it is possible to schedule a foreign language offering)Levels I, II, III, IV) all during a single classroom period.

Share Superintendents? A Clear-cut "Maybe"

By: Robert D. Eastman, PhD.
Superintendent

Burt Community School
Burt, Iowa
K-12 Enrollment - 260

Titonka Community School
Titonka, Iowa
K-12 Enrollment - 358

Smaller school districts in the State of Iowa are being forced by necessity to review traditional staffing practices and seek alternatives to solve the dilemma of performing needed educational services and yet meet stringent financial constraints. The sharing of superintendents by contiguous districts is such an alternative.

There are twelve (12) districts in Iowa currently sharing six (6) superintendents. Five of the six cominations indicate they will continue sharing next year.

The advantages to the districts as perceived by two or more of the shared superintendents are: salary savings (5); sharing of staff (2); gleaning the best ideas educational programs (2). Disadvantages to the districts are: less personal contact (2); and the superintendent can't live in both communities (2).

There are advantages to the superintendent. They are: increase in the superintendent's income (4); an additional set of challenges--a broader view of problems (4); easier to use shared personnel (2); and personal satisfaction (2). Perceived disadvantages are: increased evening activities (4); and the necessity of having two boards, two board meetings, and two sets of reports, state and local (3).

As to the size of the districts, the range of the larger district to share a superintendent is from 240 to 460 students with the average being 348, while the range of the smaller district shared is from 155 to 370 with the average being 226. The combined student enrollments range from 395 to 830 with the average being 573. The distance between the attendance centers vary from as close as 6 miles to as far as 30 miles with the average being 13.5 miles. All shared superintendents maintain two offices and their time scheduled in each district reflects proportionately the percentage of salary paid by each district.

Shared superintendents indicate the sharing was initiated to solve a common problem for their particular districts and cautioned against generalizing for all small districts. Keys to success seem to include strong building principals along with a realization in both districts that each will lose some of the superintendent's services and be willing to adjust. A maximum district size limit to sharing a superintendent is unclear, but a figure of 400 was suggested.

Share a superintendent? Maybe. It has worked effectively in deriving common benefits, can produce a financial savings, and apparently, is within the professional ability of the superintendents involved. Districts comtemplating such a move are encouraged to look closely at all facets of the alternative, and if sharing fits - do it.

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SESSION IV: "Community and School Development: You Can't Have One Without the Other"

Community Leadership and A School System

By: Roger A. Baskerville, PhD.
Superintendent
Lohrville Community School
Lohrville, Iowa

In the 1960s one phrase placed fear in the hearts of local school autonomists and educational traditionalists: **The Great Plains Organization.** Through a helter-skelter counter offensive, however, the main thrust of Great Plains was basically thwarted, and the 1960s were relatively free of outside interference and reorganization schemata.

Lulled into a false security of having preserved a sense of individual district identities, the 1970s added a new impetus to the 'problem-solving' of local school districts; that was, "how do we hold down rising property taxes and then eventually equalize the financial burden of supporting local school districts?" The Legislature came to the rescue, placed a ceiling on school spending, developed the now infamous school-aid formula, and all but destroyed the local control held by Iowa's school boards. Thorough analysis of the dilemma, (we have now had six years to ponder, reflect, and grow increasingly frustrated), produced one simple observation: When the Legislature froze property tax millage, Iowa's local school enthusiasts naturally assumed that state aid would equalize property tax dollars which heretofore had been the greatest source for school dollars. That didn't happen. Rural Iowans soon 'discovered' that a declining enrollment was equated with 'inferior educational opportunities' because small was bad and therefore big had to be better. In other words, when we weren't looking, the Great Plains Organization of the 1960s 'back-doored' rural education in the 1970s under the guise of 'helping,' and over 70 percent of Iowa's school districts have been suffering ever since.

Remarkably, it appears as if the Legislature's action is irrevocable and 'chiseled' in stone. Therefore, local school districts cannot sit around waiting for a legislative miracle to happen. The Lohrville School District has developed a project entitled C.L.A.S.S., Community Leadership and a School System. The project was innovated as a precautionary measure in case Senate File 300 passed the 1977 Legislature. The project was later redeveloped for community action even if SF 300 failed to pass.

The basic structure of C.L.A.S.S. is that of a paradigmetrical flow systems' chart. Of central importance to its mobility is the formulation of a community development committee which actively promotes housing, industry, business and general growth. Built into C.L.A.S.S. is the ever-present alternative of "doing nothing" and "school reorganization," both of which may result in the loss of the community's school. C.L.A.S.S. also stresses the importance of keeping the general public constantly informed as to how they can help build the community and recruit students for the local school. (The corporated community and the community's school are inseparable. It is generally assumed that if you lose one, the other willshortly follow.)

Lohrville is currently utilizing C.L.A.S.S. One systematic movement has already been realized; the successful passage of a surtax referendum. C.L.A.S.S. doesn't stop there, however. Additional options and systems' movements are available for school and community growth if leadership and initiative exist.

SESSION V: "Keeping Your Public Informed" Communicating with Our Patrons

By: Donald W. Pettengill
Superintendent
Interstate 35 Community School

One of five district-level goals adopted by the I-35 Directors for the 1977-78 school year is to make the community more school minded and the school more community minded. We believe an involved constituency will create "self-directing" and "self-motivating" patrons working to acieve district-level goals.

We began the interaction between community and school by organizing a School Employees' Reception which consisted of a pot luck supper provided by host families of the district. The receptionists provided food, place setting, transportation to the banquet, and entertainment. Approximately 475 people were in attendance.

Those present at the Reception were asked to write down concerns they had about their school. A task force consisting of school

patrons, teachers, and administrators conducted a thorough perusal of matters submitted by the respondents. Concerns which appeared most frequently were then used in the development of a Course on I-35 Schools, an overview of the schools' programs, finances, and transportation policy.

Since much of the course content varied among our three attendance centers, the course was presented on three separate dates at each center.

The program format consisted of a one-hour general assembly dealing with I-35 finances and student transportation data. Following the general meeting each patron in attendance chose from several small group sessions encompassing state standards, curriculum, co-curricular activities, student scheduling, the district's standardized testing policy, content and rationale for student records, and immunization regulations. Because of time limitations, each person was restricted to four 15-minute small group sessions. We then reconvened in general assembly and encouraged the audience to question a senior high student panel which responded with complete candor regarding school curriculum, discipline, co-curricular opportunities, and other concerns presented by the audience. Finally, the patrons were induced to complete a short evaluation instrument prepared for the program and were asked to critique the concept, for which they were awarded a certificate of attendance.

An additional endeavor to share information and solicit citizen involvement will occur in March when the teaching staff will host the parents of their students at a soup supper which will be followed by an Open House. Each attendance center will host the parents of its students on different dates so that parents having children in two or more centers may attend each Open House.

To provide a continuous flow of information from the school to the citizenry and from patrons to the school, a Citizens Adivsory Council has been developed. The Council meets monthly and is free to examine any facet of the school's operation. The superintendent's primary role is that of a resource person and discussion catalyst when necessary. While the Advisory Council is not a policy making body, the concerns and suggestions from the Council are given every consideration. As the group develops more specificity, we contemplate a monthly pubication evolving from its efforts. To increase our base of support for the school, it has been recommended that the Citizen's Advisory Council membership change annually to allow for greater participation from our constituency.

Another public relations effort is the formation of an I-35 School Speakers' Bureau. Certified and non-certified employees who have expertise in disciplines of interest to our patrons or neighboring school districts are available to share information or assist when called upon.

The general public has little understanding of what board members discuss at their meetings and what's involved in the decisions made by school districts. Because they receive minimal credit for the time and effort expended by them on school issues,all board meeting proceedings except executive sessions are written and published in the district newsletter and area newspapers. It is our opinion that publishing board proceedings develops credibility between directors and their constituency.

Our Interstate 35 Student Councils have made commitments to the communities in our district to be of service whenever possible. The memberships are currently involved in community "face lifts" which includes policing streets of debris, purchasing and placing receptacles around the main streets, and performing menial chores for the elderly. The Student Health Club has also been very active in community clean up.

Finally, we are soliciting from patrons, students, and employees suggestions for an educational slogan with which our school can identify. We seek a slogan that will elicit an emotional response and pride from those associated with our school. Although this has not been achieved as of this writing, we continue our efforts.

In conclusion, we believe a true partnership between patrons and school necessitates the sharing of information and decision making. The community will become more school minded if given the opportunity to become involved.

Gaining Support for Special School Elections

By: Louis Doty
Superintendent
Stratford Community School
Stratford, Iowa

I want to explain some of the things we do in Stratford to keep our public informed. I do not have all the answers. In fact, I have more problems than answers. Many of you could do a better job up here than I will.

Time will be allowed for questions and discussions at the end.

When I came to Stratford in the summer of 1974, the publicity was very low key and it became evident when I printed the July board meeting agenda and our budget hearing in the surrounding newspapers that the school board preferred to handle press releases with kid gloves. They did not insist on a blackout but, at least a brown-out.

I felt then as I do now that the patrons have a right to know.

A Fact:

"People who do not know vote no."

By the August board meeting I knew that the school board preferred no press releases, including board agenda, and board minutes.

In the August board meeting I convinced the board to allow me to start a periodical newsletter to keep our school patrons informed and to sell the patrons on the need for the 2½ mill schoolhouse levy.

We started the Stratford School Scoop. In the first issue we gave the facts about the 2½ mill levy, our new teachers, enrollment proceedures, school calendar, bus routes, July and August board notes, etc.

A newsletter was sent to every patron of the school district (640 patrons).

The 2½ mill levy was badly needed and passed at the September school board election by 89 percent. We have spent $70,000 on the building since the summer of 1975 and it still needs a lot of repair.

I fast became known as the Superintendent that "tells it like it is."

In the 1976 school board election we passed the "Enrichment Tax" by 75 percent.

I have a number of sample Stratford School Newsletters for you to have. They are not a perfect P.R. tool but, if your district doesn't have adequate newspaper coverage, you should consider having your own newsletter. Before you start a newsletter be sure you know that there are disadvantages as well as advantages.

I am not a journalism major or a good writer. I've only had two courses in journalism. I've made many mistakes in grammar, in spelling and misunderstood articles.

P.S. I am not a speech major either.

Communications is a two way street. I encourage patrons to write letters or send back questionnaires (air your views) to the school board president or to myself. The patron can choose to sign or not sign these replies.

When I get one back signed. I visit in person, if possible, but at least by phone to discuss his-her views or answer questions.

My Slogan:

"Everyone should have their say, but, not necessarily their way!"

The newsletter is for all the school employees. I encourage anyone to write articles and announcements.

We have used the Arrowhead AEA printing services to help make the newsletter attractive and more presentable.

I believe you need to keep people informed of the good and the bad happening in your school district (example most schools are willing to readily release the Iowa test of Educational Development test scores if their students are in the upper 25 percent—would you release the scores if you were in the lowest 25 percent?).

I hope that your district has more good news than bad.

Who should you try to keep informed?

There are two types of public that you must deal with.

Internal public and External public.

Your Public

Internal	External
School board	Taxpayers
Students	Parents
Teachers	Business
Employees	Media

Would you release the same information to both your publics?

Accountability in schools is basically "tell them what you are doing and why."

In public relations you have to be accurate. If you do not know something—admit it—and if possible find out and report back.

The Phone

When I get a phone call I never ask "who is calling?" If they wanted you to know they would tell you that at the start of the conversation. Let the party tell you what is troubling them, be polite. I've got some very reliable information that way. Listen to the caller, investigate what he says, if he or she has some misinformation and you can straighten them out, do so.

Do Not Insist On A Name.

I get phone calls and I do not complain. I want to know what people think or what they have heard. If they hear a rumor I want to be the first one they call.

My Motto: "Unlisted phone number today—unemployed tomorrow."

If you are always unavailable, they will be unavailable when you need their support."

You do not have to agree with me—others have disagreed in the past. I know I have a number of unusual ways. I always try to be a real person to people—please like me for what I am.

Keeping your public informed! This is a problem in all school districts—large or small. There are some of you in this group that do a lot better job than I do with this task.

If keeping the public informed is a weakness in your district, you, yes you, have the power to change that.

Talk to your school board or your school administrators. I know one district in Iowa where a patron takes his own very sensitive tape recorder to every meeting and records all the open session. I hope it never becomes a habit in school districts.

It is time for me to close to leave time for Don and questions. Let me close with a quote:

In the September-October Iowa School board Dialogue there is a very interesting report of a survey taken in Iowa school districts.

Ferne Bonomi, Communications Director for the Iowa Association of School Boards said, "Communication with the public is the primary responsibility of a school board." I agree and if you are working for a school board why not join hands and help them and help yourself at the same time.

SESSION VI: "Expanding Curriculum Offerings in Small High Schools Through Creative Scheduling

QUARTER COURSE SCHEDULING: IOWA VALLEY'S CONVERSION FROM A TRADITIONAL CURRICULUM OF 58 COURSES TO A 'MICRO-COURSE' CURRICULUM OF 77 COURSES

By: Dr. Norman Blake
Superintendent
Melcher-Dallas Community School
Melcher, Iowa

An issue closely related to quality educational programming in Iowa, is related to school enrollment. The issue focuses on whether or not students suffer from "inequality of educational opportunity" due to their place of residence.

The challenge for school districts with enrollments of 1,000 students or less is in providing an environment as enriched in programming options as larger districts in attempting to fulfill the needs and desires of every student and create an educational environment that is both meaningful and satisfying to students and teachers alike.

A review of literature indicates that, almost without exception, small school districts offer limited secondary curricular programs as compared with large districts.

Iowa Department of Public Instruction data clearly indicates that students attending high schools in the larger school districts inIowa have the opportunity, due only to their place of residence, to participate in curricular programming composed of many more course offerings than do students attending small high schools in Iowa.

Is it possible to meet the challenge in small high schools of providing a more 'enriched' curriculum, comparable in the number of curricular experiences, as is found in the largest high schools in Iowa?

In 1973-74, at Iowa Valley of Marengo, Iowa, (enrollment 805, K-12) the challenge was met through implementation of the Iowa Valley 'Small-Way' 'Micro-Course' Curriculum Project 150. Project 150 was designed to convert the traditional small school curriculum of 1972-73, consisting of 58 credit courses to a program of 177 '9' or '18' week course options with no increase in teaching personnel or instructional materials expense.

As a result, although Iowa Valley was, in 1973-74, the state's 200th largest district, the curriculum, in quantitative terms, was matched or surpassed by only 53 districts in Iowa.

The 'Micro-Course' concept is an alternative type of programming that can assist small high schools in meeting the objective of fulfilling the needs and desires of all students through 'enriching' the academic curriculum and providing more 'options' for students to participate in.

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Trimester Scheduling

By: Dr. Gene Fokken
Superintendent
Dallas Community School
Dallas Center, Iowa
K-12 Enrollment - 891

The scheduling of junior and senior high school students into daily classes of 40-60 minutes for 18 or 36 weeks period is being challenged by some educators. Arranging classes to meet two or three times per week, scheduling classes for 1½ to 3 hours per day for 9 and 12 weeks and the use of mini-courses has been proven to be a partial solution to the problem of "not enough time to get everything in".

Trimester scheduling, for example, divides the school year into three - 60 day periods. During these 12 weeks intervals a pupil will enroll in two courses - one taken for a two hour period in the morning and another course for two hours in the afternoon. In addition, three - 45 minute periods are utilized for P.E., Music, the Arts, and Mini Courses. The most significant advantages of this approach to scheduling is to increase curricular offerings without increasing staff, expand the number of classes each student may take, reduces the daily teacher exposure to students from approximately 120 to 50 per day and also minimizes pupil scheduling conflicts.

The implementation of such an innovation scheduling scheme is not without its critics and problems. Since traditionalism has in its favor the emotional set of doing what one has always done, convincing teachers, parents and board members to adopt such a scheduling format may be a major task. Even though A.N. Whitehead's statement of "Don't teach too many things but what you do teach, teach well" and Bruner's observation that "any subject can be taught effectively in some intellectually honest form to any child at any stage of development" would support trimester scheduling (intensive education), a general skepticism for adoption prevails. Additionally, Hilgard's "**Theories of Learning**" are more easily accommodated by such intensive scheduling of classes, yet the blindless committment to the Carnegie Unit and the 40-60 daily scheduling of classes for periods of 18 and 36 weeks continues.

If indeed, a major goal of education is to "**cultivate individual pupil differences**" rather than to restrict them," the current and widespread practice of daily scheduling teachers into 5-6 and even 7 classes per day makes a mockery of purported attempts to individualize instruction. When comparing the "cone of experience" with pupil achievement and retention, the 5-6-7 period teaching assignment becomes a "keeping school" task as compared to a "teaching" school one.

Further information on Trimester Scheduling, Contact Dr. Gene E. Fokken, Superintendent, Dallas Community School, Dallas Center, Iowa 50063. For an overview of the intensive education concept write Educational Development Center, Inc., Newton, Mass. and request the monograph by Barbara Schieffelin Powell, **Intensive Education, the Impact of Time on Learning.**

1) Hilgard, E.R. Theories of Learning, 2nd Edition, Appleton-Century-Crofts (1956), pp. 486-87.

Mini Courses and Independent Study

By: Mr. Jeffry Sales
High School Principal
CAL Community School
Latimer, Iowa

One of the primary goals at CAL Community School is to meet individual needs of students. As is the case with many small schools, we are faced with a situation that could hinder our efforts to achieve that goal.

Specifically, many of our teachers have split teaching assignments. For example, our art teacher is responsible for presenting an art program for grades one through twelve. Similar situations exist in physical education, vocal music, instrumental music and industrial arts. Other teachers in the so-called academic courses also have split teaching assignments.

Because several of our teachers' class assignments are divided among the elementary, middle, and high schools, many of our high school classes are general, "survey" classes, with little time to devote to more advanced, in-depth activities. What about those students who wish to study a specific area touched upon in a course, or who wish to further develop skills learned in a course? How can we meet their individual needs?

One method for providing in-depth study we have found to be effective is the use of independent study, or mini-courses. The procedure for enrolling in independent study course involves the student and the teacher sitting down together to determine the objective, content, meeting time, and evaluation procedures of the course.

Once these guidelines have been established, an independent study agreement, containing the course outline, is submitted to the principal's office. The principal, upon reviewing the information, decides the amount of credit to be awarded for the project. The amount of credit varies from 0 to 1. In practice, the instructor's recommendation weighs heavily in this decision.

Since its inception, the mini-course has proved to be extremely popular among both students and teachers. Although art and industrial arts mini-courses are generally the most popular, students have arranged to take mini-courses in science, home economics, mathematics, social studies, mass media, literature, typing, music, and grammar.

We feel that giving students the opportunity to design and participate in mini-courses has several advantages:

1. All mini-courses are student-initiated and, therefore, reflect an interest that they have.
2. If properly done, the student must assume responsibility for getting the required work done.
3. It gives the students and the teacher an opportunity to work toward a common goal. Hopefully, this partnership will become the basis for a personal, working relationship between them.

Mini-courses have worked at CAL only because teachers have recognized a need to expand course offerings to meet student needs. Without the cooperation of our teachers, and without the initiative and responsibility demonstrated by our students, our program would not work.

SESSION VII: "Bringing Services and Resources to Students: Alternative to Busing'

Mobile Career Exploration

By: Mr. Steven K. Halstead
Project Director
Des Moines Area Comm. College
Ankeny, Iowa

The Des Moines Area Community College (DMACC) serves eleven central Iowa counties, covering 6,436 square miles and having a population of some 547,000 people. The main campus is at Ankeny, with educational centers at Boone, Carroll, Des Moines, and Knoxville.

In August of 1974, the college received a federal grant to establish a Mobile Career Exploration Program. Using Project Discovery materials from the Southwest Iowa Learning Resources Center at Red Oak, the program provides high school aged students the opportunity to explore careers by doing selected work samples from the careers.

In its initial year, the program was spotted at four sites within the district for a period of eight weeks at each site. Schools within 25 miles of the sites were invited to send students to the program. Twenty-two schools participated in that "free" first year with some 1,300 students involved.

In an effort to become more mobile, in 1975, the college purchased three 12' x 60' mobile classrooms. One trailer was outfitted and equipped for Trades and Industries occupations, the second as Business Occupations and the third as Service Occupations. The trailers lack running water, but are otherwise self-contained, being powered by 220 volt-100 amp electrical service provided by the school being served.

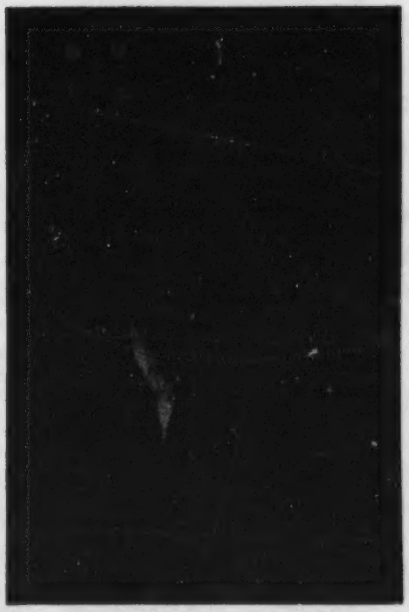
Schools are served in groups of three with each trailer spending one week at each school before moving to a new group. Typically, each school would involve in the program 120 students, who would spend about six hours exploring an average of three careers.

Beginning in 1975 the program no longer had federal funding, so schools were charged $1,700 for the three weeks. Most schools received C A & E funds from the DPI so their "real" cost was $340. In that year, the program served 2,690 students in 27 schools.

In 1976-77, the program expanded to 29 schools involving some 2,930 students even though the costs increased to $2,300 ($320 plus C A & E funds).

For the current year, we will be working with 22 districts and probably about 2,200 students. The costs have risen to $2,700 ($1,620 plus C A & E money) and have become the major reason why schools choose not to participate. Next year, there will be no C A & E funds so the schools will have to cover the program costs by themselves. Since most of the schools we serve have declining enrollments, they are in a real crunch--and so are we!

At this time, we are able to provide "hands-on" exploration in some 80 different careers



along with information on thousands of others. Although not the final answer, it does serve a vital function. As a student recently commented: "I'm still not exactly sure what I want to be, but because of Career Exploration, I have been able to narrow my choices to three. I've got enough time left in high school that I can really look into these three and make a good choice."

To duplicate our program (without trailers), would cost a school nearly $80,000 in the first year and nearly $20,000 yearly thereafter. Obviously most schools cannot afford to do this. If they cannot afford our program, either, then their students are left without the benefit of career exploration--a prospect we don't like.

The future of the Mobile Career Exploration program rests with the question of money. That question remains to be answered.

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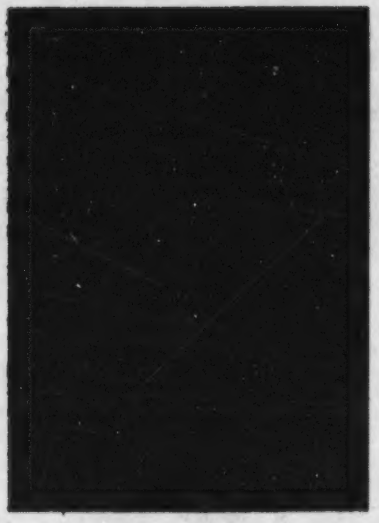
Mobile Testing Units As An Alternative to Busing

By: Harold T. Webb
Director, Special Education
Northern Trails AEA
Clear Lake, Iowa



I believe that before educational opportunities can be equalized, educational needs must be determined. Thus, our initial thrust in attempting to equalize educational opportunities, was to aim for complete evaluation and diagnostic services independent of the space available in student's homes or schools. All children are entitled to a high level of diagnostic expertise, with physical facilities which will allow students to perform to the maximum of their potential and result in the highest degree of reliability and validity in diagnostic procedures.

We presently have two mobile diagnostic units, one for hearing evaluations and one devoted to the study of preschool age children. Since they have distinctly differing functions, they were designed to reflect those functions. The audiometric unit is frequently at a single school for more than one day, so was built into a trailer unit, allowing staff members to return home in the towing vehicle and leave the unit on school grounds. The Child Study Unit is constantly moved and was built on a motor home chassis. I have brought pictures and floor plans of the units and would be hapy to review them with you later if you wish.

There are a number of advantages to the ownership, maintenance, and utilization of vehicles such as I have described. They have resulted in our agency being better able to provide comprehensive and equal educational diagnostic services. Children do not need to be transported to a center for diagnostic services. Secondly, we see increased staff efficiency. We see advantages in having personnel have a large variety of evaluation and diagnostic instruments available at their fingertips allowing them to change diagnostic procedures when they see a child unable or unwilling to respond to the instrument that they had intended to utilize. We see advantages in having personnel who have common interests and training in certain categories of handicap for students who are able to hold staff meetings and discussions regarding specific students on the way to and from attendance centers in the mobile units. On occasion, we have seen advantages in having students and-or their parents attend staffings and conferences within the mobile units. This is especially true when parents feel threatended by the school environment, or the student is self-conscious regarding services being provided within view of peers. The units have been valuable to children, families, and schools.

Quality Arts for Rural Iowa

By: Nan Stillians
Education Director
Iowa Arts Council
Des Moines, Iowa

The Iowa Arts Council has always supported quality programming at the grass-roots level and has distinguished itself nationally with the quality of its educational arts programming-not only in public schools but in senior centers, handicapped centers, and other special facilities.

Program philosophy stresses creative process, non-competitive effort, in-depth exposure, and participation activities. We do assembly programs and concerts but prefer workshops, classes, and activities involving all ages and levels of experience.

Program growth has been dramatic. The local level provides fully one-third cash for the state and Federal funds. By November 1977, the Education division had received requests for 72 weeks of programming–over $12,000 in local monies–which could not be filled because of insufficient Federal and state funds. (At about this time, Social Services was returning a million dollars to the state general fund.)

Our programs feature professional artists working directly with teachers and children–

or clients or residents–in many different disciplines in all the arts. Programs range from several days to one full school year, but one and two-week residencies predominate. (Articles reprinted from news features are available to you, along with our brochures.)

My focus for those of you interested in expanding your services to small rural learning centers is, first, practical and descriptive and, second, philosophical and political.

First, to describe what has been done–through our special project last Summer, Touring Arts Team for Rural Communities, our Artists-in-Schools, Arts for Older Americans, and Handicapped and County Care projects–brochures are available. These describe the range of programming and services. But more pertinent in this limited time are the essentials of philosophy involved in arts programming that benefits your communities–and we do our best not to separate school and community because these must combine for the health of both. They must combine to

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provide not just competitive events in which the many watch and the few do battle with neighboring teams--but also to provide regular activities for everyone wishing to continue to grow. This is the first principle in our philosophy--that school and community join for activities in which all can participate.

The next principle is that the arts be understood as central to human growth. The increasing documentation of this--while possibly slow to reach some school administrators--is appearing in national studies, popular magazines, and even the daily press. (If any here doubt it, talk to me later). The third principle is that only quality really counts in the long run--only the best artists and skills are worthy of the time and effort of programming. With the best--sometimes coming from outside to the community--hometown resources are discovered and given a sense of direction and confidence and future leaders are recognized.

The fourth principle is that something of value must be defined as having value and listed as such. If creative process activities do not show up in the school needs-assessment, they do not, in all practicality, exist in that community's educational future. Unless they are in the needs-assessment they do not have value where it counts--in administrative sanction and budget--without which they cannot develop.

The final point is political and follows naturally from the others. If you have had any of our quality arts programming-and have not noted this beneift in some way to your town council, legislators and-or congressmen, you have less chance of continuing that resource. The arts have always had to fight or beg for even tiny crumbs of monetary nourishment, and now that the definition of arts is changing and that people--ordinary people in isolated areas--realize what creative activity can mean to them personally, there is the real opportunity to move into a fair and legitimate birthright, economically. This depends upon people--all of us here--expressing our preferences.

Instructional Television (IPBN)

By: Mr. Dan Summy
Utilization Consultant
Iowa Public Broadcasting Network
Des Moines, Iowa

Television, along with education and the weather, continues to be a favorite topic of conversation. While little can be done about the weather, virtually everyone has an opinion on television and education. IPBN believes that these two items are inseparable. To further the benefits that television can bring to the instructional process, instructional programming, support materials and services are offered to Iowa educators. Instructional programming consists of over sixty series broadcast during school hours, as well as numerous programs carried during the evening hours. Accompanying virtually all instructional series are comprehensive guides for teachers. These guides contain information on the programs themselves and strategies for preparing classroom lessons. The services provided by the Network include presentations to educator and civic groups, consultations with individual teachers, and other efforts to increase public awareness about television.

In Iowa, a number of smaller school districts have become innovative users of television. They have recognized the learning potential in this resource. Districts such as Turkey Valley, George and Treynor have made a commitment to television, because of the unique learning opportunities it provides.

With improvements in the technology of TV, more schools will be able to make use of it. Small format video systems will enable schools to record most, if not all, of the programming they want. This will free them from the limitations imposed by broadcast television and open up additional opportunities for television's use in the classroom.

SESSION VIII: "Cooperative Secondary Occupational Programming"

By: Walter L. Blake
Superintendent
Schaller Community School
Schaller, Iowa

Storm Lake Career Education Center
Organizational History

The league of community and parochial school districts was formed in the fall of 1971. The league consists of the following schools:
Alta Community School Albert City-Truesdale Community School
Crestland (Early) Community School
Fonda Community School
Fonda OLGC
Marathon Consolidated School
Newell-Providence Community School
Rembrandt Consolidated School
Schaller Community School
Sioux Rapids Community School
Storm Lake Community School
Storm Lake St. Mary's

After a series of meetings with the administration of Iowa Central Community College and after a series of meetings with the joint boards of education of all the schools, two pilot programs, Office Education and Engine Mechanics were begun in January, 1972, at the former Hayes Consolidated High School located in Storm Lake, Iowa. Ninety-four high school seniors from the 12 schools formed this initial pilot group. The students attended the center for one-half day (3-hour block of time) and received two credits per semester. Following the success of this pilot group, additional programs were added for the 1972-73 school year. Additional programs were also added for the 1973-74 year. Because of increased student interest in the programs, an additional site was opened in the fall of 1974. The additional site is the former Truesdale elementary building of the Albert City-Truesdale Community School.

The following programs are presently offered to the students at the two sites of the Storm Lake Career Education Center:

program	intended purpose
Office Education Clerical	Preparatory
Office Education Secretarial	Preparatory
Engine Mechanics	Exploratory-Preparatory
Health Occupations	Exploratory-Preparatory
Cosmetology	Preparatory
Agri-Business and Natural Resources	Exploratory
Pre-Office Occupations	Exploratory

Based on the initial success beginning in 1972 of the Storm Lake Career Education Center, two other centers have been established. Those centers are Humboldt-Pocahontas Secondary Career Education

Centers. Other sites and programs have developed during the past few years.

SENATE FILE 550

In the formation of the league of schools representing Buena Vista County and surrounding geographic area, the initial discussions centered on how the individual schools collectively could better meet the needs of their students with the assistance of the Area Community College. Reference was made to Senate File 550 which states that "one of the purposes of the community college is to provide the opportunity for students of high school age to enroll in educational courses or programs while still enrolled in high school."

Using this permissive legislation as a starting point to base decisions upon, the administrators of the community schools and parochial schools of the Storm Lake area met with administrators of the Merged Area V Community College. The discussions centered on such matters as surveying students for their educational needs, discussion of financial support for staff and equipment for the operation of the center, curriculum offerings of subject matter content and the necessary learning classroom experiences for the programs, administrative concerns such as granting of credit, hours of classroom work, and transportation problems.

SUMMARY

In support of the center concept it is apparent that some definite conclusions can be made:

1. The formation of leagues of community school districts with community colleges rest upon demonstrated educational administrative leadership, evidence of a spirit of cooperation and a definite concern for students and their educational needs.

2. The center concept can work and will provide relevant visable curriculum experiences for students that will meet their divergent educational needs.

3. The benefits of this type of curriculum programs are significant. Important contributions that the center can give to the individual life of the student are increased peer group learning, increased socialization with other students from other schools, and a variety of classroom experiences accomplished through intensive study.

4. The community college is a logical educational institution to be cooperating with leagues of K-12 school districts. The community college does possess the expertise in organizational ability and curriculum techniques to make for new and innovative curriculum experiences for students. The union of a community college and the local school can develop the articulation of subject matter which is necessary for success for these educational programs.

5. The center concept does not take the educational impetus from the local school, but rather it supplements and complements the local school curriculum and all of its activities. Local community identity is preserved and all of its ramifications of community need for the local school.

6. The center concept broadens the educational services to the entire patrons of the league community. Educational support programs are fostered; adult and continuing programs can be offered which open the educational services for adults. Other advantages of a league supporting a center concept are cooperative purchases of school items thereby saving additional monies. Cumulative information in education (i.e. research and planning methods) and cooperative busing routes.

Iowa can be justly proud of this creative innovative educational thrust. Cooperation between local schools and the community college is a must. The complete educational needs of students are the paramount concern.

SESSION IX: "Experienced Based Career Education"

By: Quentin Weidner
Director, EBCE Project
Iowa Central Comm. College
Fort Dodge, Iowa

EBCE is a comprehensive, self-contained alternative to traditional classroom and job preparation programs for high school students (10-12) who volunteer to earn all or part of their required and elective credits for a given year (or semester) through direct community experiences. Students spend about 75 percent of their time in the community under the tutelage of a series of adults who are performing their normal career and-or avocational activities. Neither students nor adults are paid for their involvement in the program.

EBCE was developed, field tested, and evaluated by the Appalachia Educational Laboratory from 1973 to 1975. Currently, the Laboratory is disseminating its program which has been approved for local adoption by the Joint Dissemination Review Panel of the Office of Education. Iowa Central Community College, Fort Dodge, Iowa received a three year grant to implement EBCE in those High School Districts in Area V that wish to participate. The main purpose of this grant is to determine if this educational concept can be implemented in a rural setting and determine its effectiveness in meeting the needs of students.

Individual students spend an average of four weeks (4 days-week) on each site pursuing specific objectives. For example, a student who is exploring the real-world dimensions of an econogy career (career education) might simultaneously be conducting water purification experiments (chemistry), performing statistical analysis (math), writing reports (English), and-or investigating political aspects of water pollution legislation (social studies). The student will also be evaluating his values and those present at the experience sites at which he is placed. Students relate to a single Learning Coordinator (LC) for all aspects of their programs; there are not large group sessions, classes, or "content teachers." The basic "grist" for program decision-making is detailed information on the specific learning potential at each site, a structure of 120 concepts and 600 related objectives, a cross-referencing system tying objectives to resources (community and supplemental), and measured and self-assessed data about each student's unique needs and characteristics. The student and LC jointly determine the general learning goals for the year, and specified objectives for 6-12 week periods, and then translate them into detailed site activities (what the student will do, how, when, with what adults, the products and assessment criteria, the supplemental materials, and how credit will be assigned). The student and LC assess weekly the outcomes and make decisions about the next objectives, activities and site.

The implemenation of EBCE began January of 1977 in Buena Vista, Sac, and Pocahontas counties, with fourteen school districts participating. The fall of 1978 five additional school districts were included from Pocahontas, Humboldt and Wright counties. The same semester of 1978-79 school year, five more school districts will be participating.

The EBCE concept has been modified to meet the needs of students classified as mildly mental disabled and for students interested in agri-business.

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LEGISLATIVE PANEL

Friday, February 3, 1978

Moderator: Representative Opal Miller
47th District
Rockwell City, Iowa

PANEL:

Senator Earl Willits
31st District
Des Moines, Iowa

Senator Roger Shaff
39th District
Camanche, Iowa

Representative Del Strommer
9th District
Garner, Iowa

Representative John E. Patchett
25th District
North Liberty, Iowa

Senator Earl Willits

"I think I can take as much credit as anyone for this organization being formed."

That statement brought spontaneous laughter from the audience assembled for the legislative panel Friday morning at the P.U.R.E. convention. The statement was made by State Senator Earl Willits (Dem. Des Moines) who has been a strong advocate of school reorganization in the Iowa State legislature.

Senator Willits, again with tongue in cheek, told the approximately 300 people present that he felt like "Daniel in the lion's den," but quickly added that the group had been "very gracious."

Senator Willits then told the convention that the Iowa Legislature may change the school aid formula this year to help school districts that have been hit with declining enrollment. Passage of the legislation however, has been delayed because of trouble with "computer runs."

"We'll be looking at ways of getting more funds into declining enrollment schools," he said.

Speaking of a change in the "enrichment levy" which would allow a school district to raise money through a local property tax increase (up to ten percent if approved by the voters), Willits said, "I don't want to see a situation like Ohio or New York where voters turn down levies and they can't keep the schools open."

Another bill before the legislature will increase media funding for the Area Education Agencies, which he said "is one response to the problems of small schools."

He also pointed out the declining enrollments of urban schools, saying "it is no more pleasant to close schools here (Des Moines) than in Villisca or other small towns." He also urged schools to use the extra money voted by the legislature for "educational programs rather than on maintaining extra school facilities."

The second speaker during the legislative panel was Senator Roger Shaff (Rep. Camanche). Senator Shaff said he had a

Senator Roger Shaff

daughter who lives in a Chicago suburb, and who has two children who go to a school with an enrollment of 150. "She thinks that is the best size school" he said.

The senator said that he has asked for a bill which would give a "fair distribution of state money." He said the for "fairness and equality" the wealth of an area should "be measured by not only the property behind each student but the income."

Representative Del Strommer (Rep., Garner), the next speaker, said that "one of the things small schools must work on is public image. Don't apologize for quality, or the number of dollars you're spending." He said that 115-18 small schools equal Des Moines, with spending about the same, yet

Rep. Del Strommer

Des Moines gets a little more than twice the state aid," because he said "the money is going to the low property districts."

He said that small schools do have some tools, "such as the schoolhouse fund (broadening the language of that section of the law has helped), the "enrichment fund" and the "schoolhouse site fund."

He also said that the AEA is also a local tool. He said that "each AEA has $12 per pupil. You should have local input, convince them to declare a dividend and send it back to the local school districts."

Last speaker of the session was Representative John E. Patchett)dem., North Liberty). He said that he felt "we (the legislature) will deal with school finances this year and that "declining enrollment was a problem that the vast majority of school districts face."

The legislature, he felt, would probably "pass a one shot increase that will help the schools next year."

He said the House Education Committee was working on a one year plan for $12 million

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"Until we have time to look at the Department of Pubic Instruction study."

Rep. Patchett also referred to the bill increasing the AEA media funds and the local "enrichment option" which could add five to ten percent to the school's budget. He said that he supported "more authority in the hands of local school boards."

He also said that another bill in the house, a Title 9 bill, paralleled a federal bill mandating equal opportunity for women. "Small schools have taken the lead in this area," he said.

Panel moderator was Representative Opal Miller (Dem. Rockwell City).

Dottie Graham
Reporter
Malvern Leader
Malvern, Iowa

Jan Jess, Messervey-Thorton Community School, Messervey, Iowa

Dr. James Jess, P.U.R.E. Education Adivsor

Guy Hartwig, 6th grader at Messervey-Thornton Community School, Messervey, Iowa

Representative Terry Branstead, P.U.R.E. Secrtary Janet Kinney and Representative Ray Taylor.

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CLOSING SESSION

PANEL OF ASSOCIATION LEADERS

"Forecasting the Future of Small Schools in Iowa: How Our Association Sees It"

George Brown, ISEA

Lyle W. Kehm, IASA

Joyce Losure, Preisdent, P.U.R.E.

Mrs. Robert Parker, I.A.S.B.

RECOGNIZING THE TRENDS

By: Lyle W. Kehm
Executive Secretary
Iowa Association of School Administrators

When a person attempts to predict the future his crystal ball is always clouded, highlighted, or distorted by his own hopes. I freely admit to bias in my comments. However, the bias is my own, and does not necessarily represent the views of the people for whom I work, or of any organization to which I belong.

When we have to make a decision, our biggest difficulty is seeing the true picture. We make remote-control decisions. The facts we bring to bear on the problem are often yesterday's facts, and we seem unable to look at today's scene.

So it is with our schools. Our organization, our curricula, and our methods of teaching tend to get out of step with the times.

As we look to the future of our schools, it

seems to me there are five very contemporary trends which should significantly affect our decisions.

The first is a growing awareness that the "good life" is simple rather than complex; that it depends on inner serenity rather than on acquiring material things; and that it has little in common with urbanization, industrialization, pollution, or the stresses of high-speed contemporary life. Clean air; neighborhoods where people care for each other; and the simple skills of kitchen, workshop, and garden are making a comeback.

The second trend is "back to basics"–a growing awareness that the local public school can not be all things to all people. There is an emerging conviction that the school should first strive to teach its pupils to read, to figure, and to write a clear and correct paragraph.

The third trend is the potential for tremendous flexibility in teaching methods. We plod along, thinking that we need 25 children of the same age in the same grade, isolated in a room with one teacher. The concepts of non-graded continuous progress, teaching teams, varied size groupings for different tasks, students teaching other students, and electronic communications media have made possible great flexibility in organizing and teaching effectively.

The fourth trend is the tremendous cost, sophistication, and specialization of vocational education for today's jobs. It is no longer possible for any but the very largest high schools to attempt adequate vocational training curricula. High school juniors, seniors, and postgraduate students will depend on the area voc-tech schools for their career training. The role of local high schools will be more simply defined, with less incentive to merge schools in order to gain more students and programs.

Finally, the energy crunch will make us less mobile. There will be a great incentive, if not an outright necessity, to work, shop, go to school, and enjoy recreation in the community where we live.

Mrs. Robert D. Parkin
(Jackie) IASB-Pres.

Good afternoon, ladies and gentlemen. I find it very difficult to fill the role of a seeress, who foresees the future. It is my pleasure to share with you today the Iowa Association of School Boards' position and thoughts on rural education, and if I may be forgiven, a few of Jackie Parkin's personal views.

In the Iowa Association of School Boards' delegate assembly this past October, we took a renewed stand, in both our policy and resolutions, on small schools in Iowa. It was not a willy nilly position, but a very positive one. I know earlier today, Tom Yates shared with you some of the ideas that are being developed by the IASB Rural Educational Study Committee, that 2 year study committee was charged to study all areas of education and to gather data and provide their findings to local school districts for their use in long range planning. The composition of that committee of 18 from across the State is comprised in the majority from districts of 500 or under, not withstanding that the charge stated, the makeup was to be from districts of 800 or less. They have met in Des Moines this week, and I'm sure Tom told you of their accomplishments to date.

The delegate assembly stated in their policies that school boards and the residents of the involved district should have the **primary responsibility** to determine the makeup and boundaries of the school district. **Secondly**, that the citizens of a district, with financial limitations and declining enrollment, should continually re-assess their concerns and whether they could continue to operate within its geographical boundaries as they now exist. **Third** - the **operation** and **utilization** of each center should be decided by the **locally elected** school officials. **Fourth** - local districts should study the desirability of implementing such changes as; expanded curriculum offerings, working cooperatively with other districts, the Area Educational Agency, Merged Area Schools and any other agencies dealing with education, and consider joint use of personnel, facilities, buildings and equipment.

The Assembly also supported in a legislative resolution the **voluntary** reorganization of districts and encouraged the sharing of administrators, teachers, equipment, facilities, and including the scheduling of joint classes. These mandates, by our delegate assembly, are the bricks of our foundation and are presented to the legislature by our lobbyists.

Having graduated from a high school in N.W. Iowa, Wall lake, in a class of 13, some 35 years ago, I never once felt I was awed by those students who were graduates of a much larger district. In my chosen profession, I could have used some chemistry background, but perhaps I would have been confronted with the same problems if I had had that opportunity. What I am saying is, "the student sometimes does make the difference".

In researching material to aid me in my presentation, I found an article that let me foresee the future in a manner of my liking. If you have heard this, bear with me, it is worth hearing again. The article was written by Willard Fox of Bowling Green, Kentucky, for the Michigan School Board Journal, and I am quoting directly. "Public schools are the most important single element in our democracy. Without public schools, we will cease to have a democracy. Public schools, under public control, offer us the cultural diversity we need to continue a public dialogue about the direction of change our society should take. When the voice of the people can't affect change, then we have another kind of government.

The local control of our public school is the backbone of our entire system. If local control of small schools were to be eliminated, then our education would become standardized to the extent that some kind of "big brother" rather than the school board would be telling us how to run our schools. Given this outside control over the curriculum and the students, we are but one step away from the control of the mind of our populace.

It is very simple, we need public schools to maintain our democracy, and we need local control to maintain public schools.

Well, this then is our challenge.

Overcome the old attitudes

Eliminate the negative, accentuate the positive

Emphasize the unique advantages

Be conscientious about your school board members

Work together with other small schools.

Actually, leadership is the key. With good leadership in a small school, it can shine like a lighthouse; showing the way to others, accepting change, individualizing, humanizing, and daring to be great!

The answer lies in the key words; concern, consideration, reason, work, vote, cooperate, and work some more.

Thank you very much, ladies and gentlemen, for the opportunity to be with you today.

By: Joyce Losure
President
People United For Rural Education

People United for Rural Education sees an exciting future for small schools in Iowa–as long as people want them and will work together to support and improve them. But we will have to recognize their weaknesses as well as appreciate their strengths. We will have to, as rural people, cooperate within our communities, with other communities, with, as was suggested by our speakers, other organizations. We must insist upon our right to be heard and then have something to say when we are given the opportunities to express our concerns. We must continue to educate ourselves and communicate with our legislators, school officials, and other decision makers.

The future of our rural schools will depend on their ability to demonstrate that pupils in rural areas have just as much learning success as those in urban schools. Presently, test scores are the major measurement used, without always an understanding of just what is being measured. The drop-out rates, the success of graduates, the participation in curricular and co-curricular events--such as the entertainment we have enjoyed here at the convention, the value such experiences

have for later life involvement and enrichment should also be considered in evaluation processes.

The future of our rural schools will also be determined by the quality we can provide in our educational programs. This will be shown not only by numbers of courses offered but by the other skills for living that can more easily be developed through the personal relationships we see daily and tend to take for granted. Cooperation, respect for others, sharing, compassion, pride in the schoolhouse and equipment, these traits are evident when children are ministered to as known individuals.

The high degree of support that our schools and communities give each other is important to the future of both. We are told that we should not be bound by our community lines but the child who learns success in living in his small, natural environment is ready to make a success of his living in the larger world when he meets it with a well-defined sense of self-worth. Studies are showing that by far the most important factor in the child's education is home background. In our smaller schools where we have more participation by the whole family, as Mrs Miles mentioned this morning, we are strengthening and improving that background.

The whole PURE Convention program has explored areas that are in operation, should be in operation or expanded, including; making the most of our smallness, rurally-oriented teacher training by the universities, career education, use of AEA's and community colleges, individually guided education, parent volunteers, special programs for talented and gifted, sharing resources, administration and teachers, students, or facilities, creative scheduling, mobile units, instructional TV, cooperative programs. Many of these and other innovative ideas will become more widely used in our future small school experience.

Yes, there is a future for rural schools in Iowa but we must accept the challenge to help shape that future.

Representation at the First Convention of People United for Rural Education

ELEMENTARY-SECONDARY PUBLIC SCHOOLS

IOWA:
Ackley-Geneva Community School, Ackley
Alden Community School, Alden
Ankeny Community School, Ankeny
Bayard Community School, Bayard
Beaman-Conrad-Liscomb Community School, Conrad
Belmond Community School, Belmond
Blakesburg Community School, Blakesburg
Boone Valley Community School, Renwick
Britt Community School, Britt
Burt Community School, Burt
CAL Community School, Latimer
Central City Community School, Central City
Central Dallas Community School, Minburn
Charter Oak-Ute Community School, Charter Oak
Collins Community School, Collins
Corwith-Wesley Community School, Corwith
Crestland Community School, Early
Dallas Community School, Dallas Center
Delwood Community School, Elwood
Dows Community School, Dows
Dysart-Geneseo Community School, Dysart
East Greene Community School, Grand Junction
Edgewood-Colesburg Community School, Edgewood
Elk Horn-Kimballton Community School, Elk Horn
Essex Community School, Essex
Everly Community School, Everly
Fayette Community School, Fayette
Fonda Community School, Fonda
Fremont-Mills Community School, Tabor
Galva Community School, Galva
Garnavillo Community School, Garnavillo
Garwin Community School, Garwin
Goldfield Community School, Goldfied
Greene Community School, Greene
H.L.V. Community School, Victor
Hubbard Community School, Hubbard
Interstate 35 Community School, Truro
Irwin Community School, Irwin
Klemme Community School, Klemme
Lake Mills Community School, Lake Mills
Lamoni Community School, Lamoni
Lenox Community School, Lenox
Lincoln Community School, Stanwood
Lohrville Community School, Lohrville
LuVerne Community School, LuVerne
M-F-L Community School, Monona
Madrid Community School, Madrid
Mallard Community School, Mallard
Malvern Community School, Malvern
Melcher-Dallas Community School, Melcher
Meriden-Cleghorn Community School, Cleghorn
Meservey-Thornton Community School, Thornton
Morman Trail Community School, Garden Grove
Morning Sun Community School, Morning Sun
Nashua Community School, Nashua
New Providence Community School, New Providence
New London Community School, New London
Northeast Community School, Goose Lake
Northeast Hamilton Community School, Blairsburg
Northwest Webster Community School, Barnum
Nishna Valley Community School, Hastings
Nora Springs-Rock Falls Community School, Nora Springs
Ocheyedan Community School, Ocheyedan
Olin Consolidated School, Olin
Orient-Macksburg Community School, Orient
Parkersburg Community School, Parkersburg
Prairie City Community School, Prairie City
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Rolfe Community School, Rolfe
Ruthven Consolidated School, Ruthven
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Sheffield-Chapin Community School, Sheffield
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Titonka Community School, Titonka
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West Branch Community School, West Branch
West Central Community School, Maynard
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Area Education Agency IV, Sioux Center
Arrowhead Area Education Agency, Fort Dodge
Area Education Agency VI, Marshalltown
Grant Wood Area Education Agency, Cedar Rapids
Heartland Area Education Agency, Ankeny
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Iowa Central Community College, Fort Dodge and Storm Lake
Kirkwood Community College, Cedar Rapids
North Iowa Area Community College, Mason City

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Graceland College, Lamoni
Luther College, Wartburg
Iowa State University, Ames
University of Iowa, Iowa City
University of Northern Iowa, Cedar Falls
ILLINOIS:
Southern Illinois University, Carbondale
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UTAH:
State Board of Education, Salt Lake City

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National Rural Center, Washington D.C.

STATE AND NATIONAL ORGANIZATIONS

Iowa Association of School Administrators, Des Moines
Iowa Association of School Boards, Des Moines
Iowa State Education Associaton, Des Moines
People United for Rural Education, Alden
Oregon Small Schools Association, Salem
Texas Association of Community Schools, Austin
Rural-Regional Education Association
American Association of School Administrators, Arlington, Virginia
National Rural Catholic Conference, Des Moines
National Rural Women's Leadership Conference

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Career Education Advisory Council

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Sampling of Reactions to PURE Convention, 1978

..."The conference could not have been more instructive nor more successful for the participants than it was for me. I enjoyed every minute of it. I'd love to come again next year, if I can think of something new and different to say!" **Dr. Faith Dunne, Assistant Professor of Education, Dartmouth College.**

"I was impressed with the total operation of the conference. You are to be congratulated on doing such a great job. It was an honor to be a part of the program." **Dr. Ivan Muse, Professor of Education, Brigham Young University**

"Congratulations on a conference well done! The organization, enthusiasm, friendliness, commitment and open sharing of ideas at the P.U.R.E. conference February 2-3 was truly commendable. I thoroughly enjoyed myself and learned a great deal, too. You'll find my membership application enclosed." **Susan Sayers, Northwest Regional Educational Laboratory, Portland, Oregon**

"I was pleased to see the first P.U.R.E. convention come off so smoothly, and hope for its continued success." **Dr. Ralph Scott, Department of Educational Psychology and Foundation, University of Northern Iowa**

"I enjoyed the P.U.R.E. conference a great deal. The Conference was as well or better run than any other I have attended. The "volunteers" do a tremendous job for P.U.R.E." **Dr. John Evans, Associate Dean for Administrative Services, Southern Illinois University**

"This morning at theDepartment Heads' meeting, we reviewed the reports which were provided to us from those members of the UNI College of Education faculty who had the opportunity to attend the P.U.R.E. Conference this past weekend. You are to be congratulated for putting together, what I understand was, a very fine Conference!" **Dale Nitzcshke, Dean, College of Education, University of Northern Iowa**

"Congratulations to the P.U.R.E. Convention Committee on the tremendously successful state convention. The speakers' topics were relevant and effectively presented. This fact coupled with great organization created a fantastic convention. Your problem now will be how to improve next year." **Dale Proctor, Superintendent, Lincoln Community School, Stanwood, Iowa**

"Thank you, again, for inviting us to share in your first statewide P.U.R.E. Convention. It was an exciting experience, somewhat like an old fashioned revival meeting. You are to be commended for your success." **Don and Barbara Miller, Oregon Small Schools Association**

"Your conference was great! Thank you and all of P.U.R.E. for a beautiful experience. Good luck and best wishes. Your organization will enjoy tremendous successes." **Garland Davis, President, Texas Association of Community Schools**

"The P.U.R.E. Convention was an enjoyable experience, well organized, good speakers who had something to say, fine presentations by the musical groups and drill teams. It is, I think, the only education convention that I have attended in which the majority of the participants were lay persons, not professionals. From all indications, P.U.R.E. is an organization whose time has come. **Paul Nachtigal, Project Director, Rural Educaiton Project, Education Commission of the States**

"I really liked going to the P.U.R.E. Convention. I met a lot of important people from all over the United States who were really nice. I was surprised and happy that they wanted to know what we were doing in our small schools. It was a lot of fun and a good experience for me." **Kris DeVries 6th Grade Student Meservey-Thornton Elementary**

"I was sorry that I could not attend more of your P.U.R.E. Conference, but from the time I was there on Friday, I had the impression that it was a great success. I was impressed by the kind of leadership and the kind of postive and progressive attitude among all who attended. Perhaps we can turn a number of things around in our society if we just decide to be aggressive with the idea that big is not the best." **Betty Jean Clark, State Representative, 11th District**

"I very much enjoyed attending the first annual convention of People United for Rural Education. I have been exceptionally pleased to see the growth of PURE during the past year and I commend you for your efforts...I think PURE has the potential to be a very effective force for rural education in the state of Iowa." **Terry E. Branstad, State Representative, 8th District**

"There was something for everyone. An excellent effort." **Dr. Russell Pounds, Professor of Education, Iowa State University**

"I really enjoyed the convention alot. It gave to me, a graduating education student, alot of hope for working within an organizational structure that by its very size allows for humaness. It confirmed for me, my desire to teach in a rural school system as my 1st choice, and only choice." **Malcolm Ian MacKenzie, Teacher Corp Intern, Drake University**

"We still haven't come down off 'cloud nine' because the reaction from people in attendance was so good." **Marilyn Burdic, 1st Vice President, People United for Rural Education**

"The convention exceeded all my expectations. The quality and caliber of the speakers was truly outstanding! This convention will set the tone for all those who are concerned for rural education and its future in America!" **Leland Wise, Jr. Principal, CAL Community School, Latimer, Iowa**

"It was an exciting experience to be with people from all over Iowa and the rest of the nation who share our concern for rural education and maintaining small community schools. Our faith and conviction in the value of our children's small school experience was strengthened by our attendance at the P.U.R.E. Convention." **Jane and Ron Zelinsky, Active members of People United for Rural Education, Terril, Iowa**

"I, my wife, and the two couples who attended the convention with us, all felt that it was well organized. We were impressed with the speakers and with the range of area they represented. I was personally impressed by Dr. Dunne's remark that interest in movements like PURE go in cycles and we should take advantage of the interest that exists at this time. There is local interest here at West Bend and we are hoping to organize it to help make PURE as effective as possible." **Robert Banwart, School Board Member, West Bend, Iowa**

"I liked the convention. I thought it was a good experience for me. I got to meet a lot of people that were in our legislature and from newspapers and colleges. I was glad to see their interest in what is happening in our rural districts."
Guy Hartwig 6th Grade Student Meservey-Thornton Elementary

"The P.U.R.E. convention was great! There were so many good speakers. I am awed by how the convention was organized and set up in such a short time! Congratulations to PURE for a job well done." **Dorothy Fraizer, Parent, Conrad, Iowa**

"The most extraordinary thing about this convention was that the people who attended were what made the convention. All the work would not have meant a thing, if the people themselves would not have been as involved and concerned as they were." **Monica Hudspith, Treasurer, People United for Rural Education, Alden, Iowa**

"Need I say More!" **Dr. James D. Jess, Editor, 1978 Convention Reporter**

In Appreciation...

The convention committee express their appreciation to the following individuals who volunteered their services at the convention:

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Marilyn Burdic+
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Janet Kinney
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